DOCUMENT RESUME

ED 181 168 CE 017 625

TITLE	Demonstration Senior High Schools: A Career Education Consortium Effort Involving Broward, Orange, and Pinellas Counties. Final Report.
INSTITUTION	Florida State Dept. of Education, Tallahassee.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH50838
PUB DATE	30 Sep 76
GRANT	G007502128
NOTE	309p.; Some of the appendix materials will not reproduce well due to broken type; For related documents see ED 114 586, ED 120 411, and ED 169 223
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Career Awareness; *Career Education; *Career Exploration; Community Resources; *Demonstration Programs; Educational Resources; Guidance Counseling; Job Skills; School Community Cooperation; Senior High Schools; *Skill Development
IDENTIFIERS	Education Amendments 1974; Experience Based Career Eduation; Florida (Broward County); Florida (Orange County); Florida (Pinellas County)

ABSTRACT

Career education demonstration programs were set up in schools in a three county consortium effort in Florida. Activities were based on an operational model incorporating eight elements--career, economic, and educational awareness; subject area skills; self awareness; decision making; attitudes and appreciation; and employability skills. The program was designed to provide (1) career awareness and exploration experiences for grades 9-12; (2) salable skills experiences for eleventh and twelfth grade students and a salable skills-oriented program for possible dropouts; (3) guidance and counseling; (4) ways of using school and community resources to full advantage; and (5) placement and follow-up services. Student achievement was evaluated via pre- and posttesting. Programs were expanded and shared with other schools in the counties; other program components were added, including expansion of guidance and counseling to include a teacher advisory system, staff training for future use of the Life Career Development System, increased use of community resources, implementation of a community-based EBCE (Experience-Based Career Education) model, and development of a model centralized resource information system. Visits to the schools were encouraged. (Relevant evaluation forms and project documentation are appended.) (CP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181168

FINAL REPORT

Project No. 554AH50838
Grant No. G-007502128

Demonstration Senior High Schools
A Career Education Consortium Effort Involving Breward, Orange, and Pinellas Counties

A Grant Under Career Education Program
(E.F.D.A. #13-554)

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Ralph D. Turlington, Commissioner
State of Florida Department of Education
Tallahassee, Florida

September 30, 1976

CE 017 625

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Report Period:	July 1, 1975 - June 30, 1976
Category of Project:	Settings
Project Director:	Ralph D. Turlington, Commissioner
Grantee:	State of Florida Department of Education Tallahassee, Florida 32304 904 - 488-1234

ABSTRACT

In 1975, three Florida counties - Broward, Orange, and Pinellas - submitted a prcposal to the U. S. Office of Education to form a consortium for demonstrating the most effective methods and techniques in career education at the senior high school. Funding was awarded for a one-year period to establish demonstration centers at senior high schools in each of the counties. Such centers were established at Hallandale High School in Broward County (Fort Lauderdale), Evans Senior High School in Orange County (Orlando), and Dunedin Senior High School in Pinellas County (Clearwater). Throughout the 1975-76 school year, effort was directed to:

1. Demonstrating, at once, career education components already operable in the respective centers.
2. Drawing to those centers needed components operable in:
   a. Other schools in the district.
   b. Other districts in the consortium.
   c. Other districts in the state and nation.
3. Expanding operable components to the point that a comprehensive program of career education for the high school level was demonstrable in all centers.

Throughout, career education experiences which were appropriate for high school students of varying ability and achievement levels and socioeconomic and ethnic backgrounds were provided.

Because of the scope of the career education effort in each of the counties, consortium visitors had the opportunity to view not only the models for career education at the high school level

but operable comprehensive models for career education at the elementary and middle/junior high school levels as well.

The numbers and types of students and educational personnel involved in the project are summarized in Figure 1: Career Education Program Participant Summary. The activities in which they were involved were based upon an operational model which was developed by the Broward County Career Education Project (See Figure 2). This model incorporates the eight elements developed through the Comprehensive Career Education Model at the Ohio State University i.e., (career awareness, educational awareness, economic awareness, beginning competency (redefined to mean subject area skills), self-awareness, decision-making, attitudes and appreciation, and employability skills) and a ninth element, salable skills. It is designed to provide:

1. Career awareness and exploration experiences for all students, 9-12.
2. Alternative salable skills-oriented programs for probable dropouts, 9-12.
3. Salable skills experiences for all students, 11-12.
4. Guidance and counseling concurrent with instruction and skill development for all students, 9-12.
5. Avenues for utilization at all levels of the material and human resources of the school and community.
6. Placement and follow-up services for all school graduates and leavers, 9-12.

In the course of the 1975-76 school year, through the cooperative efforts of the demonstration centers, awareness and exploration experiences were expanded to include all subject areas in general,

FIGURE 1: CAREER EDUCATION PROGRAM PARTICIPANT SUMMARY

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. *Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.*

FORM APPROVED
OMB NO. 51-R1187

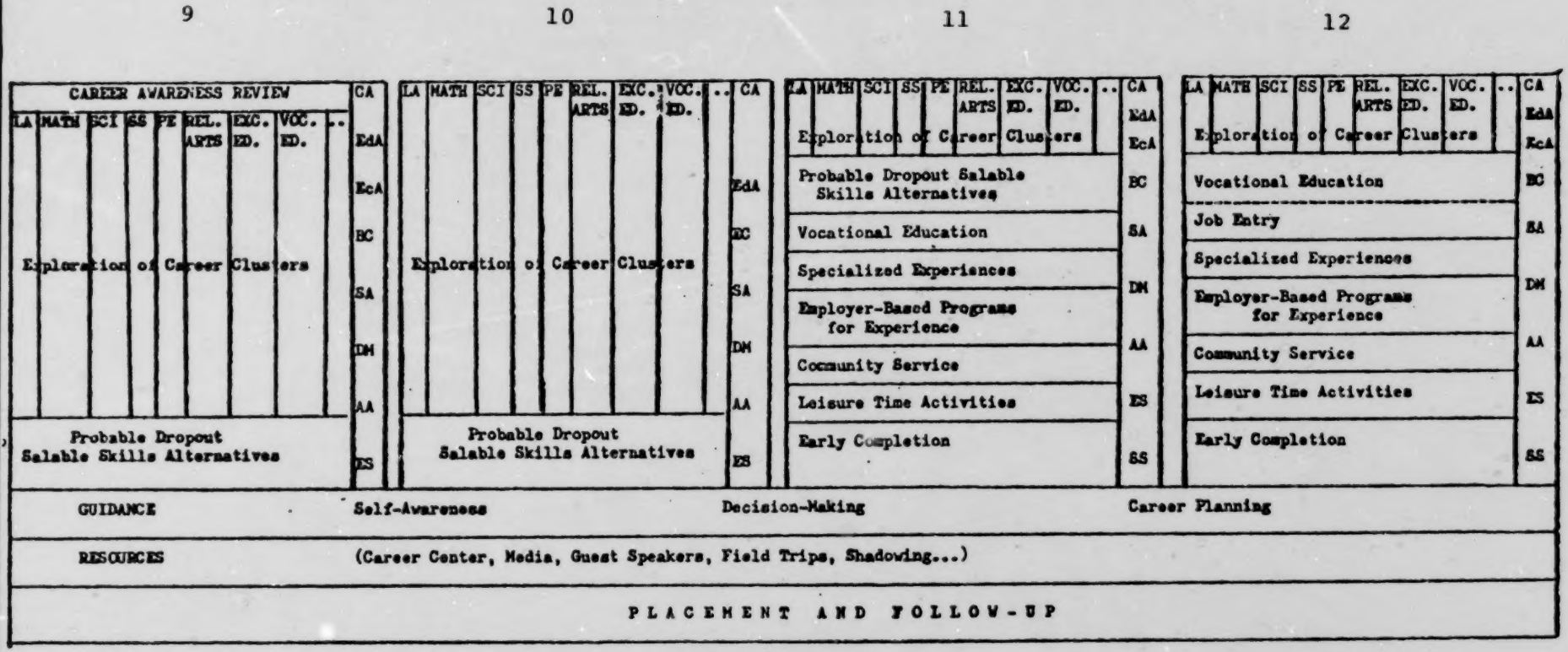
NUMBER OF PARTICIPANTS (See NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)*	16	14	1091	5785	79	6985	143	150	765	3463	3522
2-YEAR COLLEGE											
4-YEAR COLLEGE								1			
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS			34	267	2	303				156	147
COUNSELORS			4	13		17				8	9
ADMINISTRATORS			3	20		23				12	11
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY			45	171	4	220					
PARENTS											
OTHER (specify) Evaluator				1							
TOTAL	16	14	1177	6257	85	7548					

OE FORM 467, 2/76

* Figures are based upon the 9-12 enrollment at Hallandale and Dunedin High Schools and the 10-12 enrollment at Evans Senior High School.

FIGURE 2

HIGH SCHOOL OPERATIONAL MODEL - FLORIDA DEMONSTRATION CAREER EDUCATION CONSORTIUM



CA - Career Awareness
EdA - Educational Awareness
EcA - Economic Awareness
BC - Beginning Competency
SA - Self-Awareness
DM - Decision-Making
AA - Attitudes and Appreciations
ES - Employability Skills
SS - Salable Skills

Jan. 1976

vocational, and exceptional student education; an alternative program for probable dropouts was instituted in Orange County; a salable skills program was initiated on a pilot basis in Broward County and adapted and diffused for implementation in Orange County; guidance and counseling services were expanded to include the implementation of a teacher-advisory system and the Career Exploratory Process (CEP), and staff training was provided for future utilization of the Life Career Development System (LCDS); utilization of community resources was enhanced through expansion of opportunities for student shadowing experiences, implementation of a community-based career education (C.B.C.E.) program patterned after the national E.B.C.E. (Experience-Based Career Education) models, and development of a model centralized resource information system with the capability for computerization; in accordance with state law and state based of education regulations, placement and follow-up services continued to be provided for all school graduates and leavers.

Potential visitors received an initial letter of invitation and a brochure concerning the consortium effort. Upon request, they received a pre-orientation package which included a planning questionnaire for visitations and a description of the components of the high school model. Visitations were tailored to meet the needs and interests of the visitors and included a slide-tape presentation of the consortium effort, classroom visitations, and follow-up conferences with students and school - and district - level staff.

Evaluation efforts focused upon student and demonstration product and process objectives. Through a system of pre-and post-

testing, student achievement was measured by instruments developed through the Florida EPIC (Education Progress in Careers) Project. These instruments focused upon knowledge of the economic system, worker titles, job requirements and functions, career planning, considering careers, acquiring and maintaining a job, inventory of work skills, and attitudes toward school and careers.

Primarily because of insufficient travel funds, fewer visitations than expected were made to the demonstration sites. In an attempt to diffuse the effort in other ways, the Consortium played a key role in the Florida Department of Education's national invitational career education conference held in May, 1976. Key components of the high school model were demonstrated for participants.

Special activities undertaken by the Consortium included:

1. The institution of an interdistrict steering committee composed of district-level career and secondary education staff, demonstration center principals and school-based career coordinators, and community representatives. This steering committee met monthly, rotating its meetings among the demonstration sites.
2. The staging of a consortium mini-conference in January, 1976, for members of EPIC and administrators and teachers from the demonstration centers. The primary purpose of the conference was to provide demonstration center personnel the opportunity to share materials and techniques for implementing the components of the high-school model.

FINAL REPORT

Project No. 554AH50838
Grant No. G-007502128

Demonstration Senior High Schools
A Career Education Consortium Effort Involving Broward, Orange, and Pinellas Counties

A Grant Under Career Education Program
(E.F.D.A. #13-554)

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Ralph D. Turlington, Commissioner
State of Florida Department of Education
Tallahassee, Florida

September 30, 1976

TABLE OF CONTENTS

I. Introduction

II. Major Activities

III. Evaluation

IV. Anticipated Changes and/or Problems

V. Dissemination Activities

VI. Special Activities

FIGURES

Career Education Program Participant Summary

APPENDICES

A. Objectives

1. Student Product

2. Student Process

3. Demonstration Product

4. Demonstration Process

B. Hallandale High School Career Education Résumé and Guide

C. Statistical Summary, Dunedin Senior High School

D. Student Placement Services, Dunedin Senior High School

E. Pre-Orientation Package

F. Consortium Slide-Tape Script

G. Evaluation Action Plans

H. Representative Evaluation Instruments

I. Developmental Career Packet

J. Consortium Articles from Florida Vocational Journal and Newspapers

Table of Contents cont.

K. National Survey Form

L. Consortium Newsletters

M. Mini-Conference Program

N. National Invitational Career Education Conference Program.

Report Period:	July 1, 1975 - June 30, 1976
Category of Project:	Settings
Project Director:	Ralph D. Turlington, Commissioner
Grantee:	State of Florida Department of Education Tallahassee, Florida 32304 904 - 488-1234

I. INTRODUCTION

With assistance from federal and state funding since 1971 in Broward, Orange, and Pinellas Counties, concentrated effort has been directed to providing a systematic program of career education, kindergarten through the adult years. While progress at the senior high school level has not equaled that achieved at the elementary and middle/junior high school levels, many of the components of career education have been incorporated into some aspect of the instructional program in approximately thirty-nine high schools across the three counties.

In Broward, the approach has been to involve several high schools and to give each the option of selecting the components with which to work. Eighteen of the twenty high schools in the county have developed and implemented more than one of the components. As components have been developed and tried in one school, they have been shared with the other schools. In Pinellas, the approach has been to work with one school to develop an exemplary model for subsequent diffusion to other schools. In Orange, a combination of the two approaches has been utilized.

As a result of these efforts, many of the components of career education at the high school level have become demonstrable within the individual districts. But, because the efforts seemed to be scattered and diverse, the need for coordination and centralization among the districts to demonstrate operable comprehensive models was recognized. In 1975, the three counties submitted a proposal to the U. S. Office of Education to form a consortium for demonstrating the most effective methods and techniques in

career education at the senior high school. Funding was awarded for a one-year period to establish demonstration centers at senior high schools in each of the counties. Such centers were established at Hallandale High School in Broward County, Evans Senior High School in Orange County, and Dunedin Comprehensive Senior High School in Pinellas County. Throughout the 1975-76 school year, effort was directed to:

1. Demonstrating, at once, career education components already operable in the respective centers.
2. Drawing to those centers needed components operable in:
   a. Other schools in the district.
   b. Other districts in the consortium.
   c. Other districts in the state and nation.
3. Expanding operable components to the point that a comprehensive program of career education for the high school level was demonstrable in all centers.

Throughout, career education experiences which were appropriate for high school students of varying ability and achievement levels and socioeconomic and ethnic backgrounds were provided.

Because of the scope of the career education effort in each of the counties, consortium visitors had the opportunity to view not only the models for career education at the high school level but operable comprehensive models for career education at the elementary and middle/junior high school levels as well.

The numbers and types of students and educational personnel involved in the project are summarized in Figure 1: Career Education Program Participant Summary. The activities in which they were involved are summarized in the subsequent pages of this report.

FIGURE 1: CAREER EDUCATION PROGRAM PARTICIPANT SUMMARY

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (See NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN, OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE / JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12) *	16	14	1091	5785	79	6985	143	150	765	3463	3522
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS			34	267	2	303				156	147
COUNSELORS			4	13		17				8	9
ADMINISTRATORS			3	20		23				12	11
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY			45	171	4	220					
PARENTS											
OTHER (specify) Evaluator				1							
TOTAL	16	14	1177	6257	85	7548					

OE FORM 467, 2/76

* Figures are based upon the 9-12 enrollment at Hallandale and Dunedin High Schools and the 10-12 enrollment at Evans Senior High School.

II. MAJOR ACTIVITIES

Major activities carried out by the Consortium focused upon the student and demonstration product and process objectives set forth in the proposal (See Appendix A). They are summarized by category in the ensuing pages.

A. STUDENT PRODUCT OBJECTIVES

Activities related to the student product objectives are reported in Section III: EVALUATION.

B. STUDENT PROCESS OBJECTIVES

OBJECTIVE 1: At all levels, 9-12* students will be provided opportunities for career exploration through all subject areas in general, vocational, and exceptional child education.

BROWARD COUNTY

Opportunities for career exploration were provided in the classroom at levels 9-11 through the fusion of activities related to each of the career elements with regular curricular activities in each of the following:

SUBJECT AREA	COURSES
English	English, Basic (9-10) English, Comprehensive (9-10) Mass Media

*For Orange County's demonstration center, which comprises levels 10-12, student process objectives 1, 4, 5, and 6 pertain to levels 10-12 and objective 2 pertains to levels 10-11.

SUBJECT AREA	COURSES
Math	Career Math I and II (9-11) Fundamentals of Mathematics Algebra Geometry Trigonometry
Science	General Science Biology Chemistry Health
Social Studies	World Geography World History American History Consumer Economics
Foreign Language	Spanish French
Physical Education	P.E. I and II
Art	Design Drawing Advanced Drawing Ceramics and Sculpture
Home Economics	Exploring Foods Food and Nutrition
Business Education	Typing Bookkeeping Shorthand I and II
Industrial Arts	Shop I
Secondary Resource Program	E.M.H. (Educable Mentally Handicapped) (9-11)

In the area of English, activities for the Basic and Comprehensive Programs related primarily to employability skills, with the ninth-year level assuming primary responsibility for sources of career information and procedures for applying for a job and the tenth-year level assuming major responsibility for techniques for successful interviewing, good inter-personal relations, and proper work habits.

Activities in Mass Media focused upon career, educational, and economic awareness and beginning competency. Students in the program gained practical experience through preparation of a slide-tape presentation of Hallandale High School's model career education program. The presentation was designed for utilization with Consortium visitors. All English department programs dealt with effective communication skills.

In mathematics, the emphasis in Career Math was upon awareness of occupational opportunities in such career clusters as manufacturing, construction, health and welfare, and transportation and communication and the development of mathematical competencies necessary for entry-level employment in such areas. The emphasis in algebra, trigonometry, and geometry was upon awareness of occupations in which more sohpisticated skills of mathematics are required.

In general science, health, and biology, activities which focused upon careers in which the subject area skills are utilized were developed and implemented. Such activities incorporated all of the career elements. Approximately 190 tenth and eleventh year students were involved in a career-science fair for which shadowing of a resource person in the community was a prerequisite. Participating students were required to write a letter of application, prepare a personal résumé, undergo an interview with the teacher, conduct an interview with the employer/employee, complete an evaluation of the shadowing experience, and utilize the information gained during the shadowing experience to develop a creative, career-related science fair project. That the program

was successful is evidenced by the fact that Hallandale High School finished first in the number of awards made in the Broward County Schools' Science Fair.

All courses offered in social studies integrated the elements of career education with the concepts included in the respective curricula. Throughout, employability skills were emphasized, and career, educational, and economic awareness were limited to careers specifically related to the course areas - e.g., in American History, government careers while in Consumer Economics, advertising careers. Such social studies competencies as map-reading were related to specific occupations in which they would be utilized.

Because physical education is an area for which no previously developed career related materials existed, efforts in that area were devoted to pre- and post-testing of students' knowledge of related careers and development of activities focusing upon skills and knowledge required for employment in occupations related to individual and team sports. An elective coeducational course in which students can learn the skills of officiating, scorekeeping, and the care of equipment was scheduled.

The Secondary Resource Program for educable, mentally handicapped students provided exploratory experiences which related to varied career clusters and employability and consumer skills.

ORANGE COUNTY

1. Staff development sessions for thirty-five subject area teachers were conducted. These inservice programs provided activities directed to orientation to career education, classroom implementation of guidance strategies,

utilization alternatives for available career education curriculum materials, and time for planning with assistance from project staff members. Approximately 90 percent of the demonstration center faculty participated in this type of staff development.

2. A system for providing continuous teacher contact and follow-up was developed and implemented.
3. Available career education curriculum materials were recataloged to provide greater accessibility for classroom teachers.
4. The Office of Career Education staff had the opportunity to provide input into the development of courses to be offered under a quinmester plan which will be implemented in September, 1976. As a result, a number of career oriented courses, some of which are exploratory in nature, while others are more oriented to the development of salable skills, will be offered during the 1976-77 school year. These courses include: offerings in art such as cinema, fashion design, interior design, advertising designs, calligraphy, cartooning, creative photography, graphics, architecture and enameling; offerings in math such as introduction to data processing, math for business courses, math for careers and computer math; offerings in language arts and drama such as set construction, production fundamentals, radio-TV announcing, newspaper production and occupational writing; and general offerings such as occupational and the educational process, occupational

orientation and occupational competencies.

PINELLAS COUNTY

1. During the project year, sixty-three faculty members at the demonstration site had orientation to career education as a concept, guidance strategies that can be used in teaching, available career education resources, and alternative curriculum approaches. In addition, many faculty members had in excess of forty hours of inservice in the area of career education.
2. A project task force was identified at the school site which represented all major academic and vocational areas in the comprehensive senior high demonstration site. As a result of the task force approach at Dunedin, opportunities for career exploration, grades 9-12, became an integral part of the ongoing curriculum in the following areas:

SUBJECT AREA	COURSES
English	Humanities I Communications I Public Speaking I and II Developmental Reading Communications Techniques
Math	General Math I and II Geometry Algebra I
Science	Biology I
Social Studies	Consumer Economics Psychology I
Art	Art I and II

SUBJECT AREA	COURSES
Foreign Language	Spanish I and II Conversational Greek
Exceptional Student Education	E.M.H (Educable Mentally Handicapped) (9-11)
Home Economics	Exploring Foods Food and Nutrition
Industrial Arts	Shop I

For planning and/or development of these activities, teachers in each of the subject areas were provided release time, or they participated in inservice sessions outside school time.

3. Activities which benefitted the Pinellas demonstration site and were conducted by the teacher task force were as follows:

   a. Review of various techniques and strategies being utilized by other school districts throughout the state and nation in career education programs that are similar in nature to the consortium model (Information was received by respondents to a survey conducted by the consortium through each state's chief state school officer).

   b. Review of commercially produced, preplanned career education materials.

   c. Adoption or adaptation of specific component strategies being used in the Broward and Orange County sites.

   d. A matrix of the total school curriculum at the demonstration site was started in an effort to

(1) identify where career exploration was already occurring in the subject areas, (2) provide additional emphasis for students, (3) avoid duplication of teacher effort, and (4) utilize career education resources more efficiently.

e. A slide-tape presentation was completed for language arts and social studies to graphically illustrate the techniques used in implementing the career exploration component. Additional presentations are in various stages of completion for home economics, business education, and science.

OBJECTIVE 2: At levels 9-11, students identified as probable dropouts will have the opportunity to participate in alternative programs designed to acquaint them with career opportunities, to upgrade their basic skills, to teach them employability skills, and to enable them to obtain a salable skill through on-the-job training.

BROWARD COUNTY

The identification of and positive communication with potential early school leavers was a responsibility of the Career Education Program in cooperation with the Guidance Department.

Conferences with teachers, guidance personnel, and administrators concerning the high number of withdrawals at Hallandale High School brought about a program of individualized counseling for the probable dropout. Many of the students identified previously had been placed into special

programs such as the Resource Program and the Work Experience Program and were being counseled by those teachers.

A method of identification was formulated by using the form "Identifying the Early School Leaver" and soliciting aid from all school personnel. Once the students were identified those that could be contacted were interviewed. Proper scheduling solved some of the problems since many of the probable dropouts were not in subject areas in line with their abilities. Arrangements were made with the students for follow-up counseling. The Occupational Specialist gave exit interviews to all students who personally withdrew. An effort was made to contact students who had not attended school for long periods of time with very little success. Broward County Schools Form 1-C was used in an effort to gather information from students already out of school.

ORANGE COUNTY

A program for probable dropouts in grades 11 and 12 was implemented during second semester, 1976. Designed as an extension of the Work Experience Program, students spend half a day in school with special attention being given to remedial assistance in basic skills and instruction in employability skills. The afternoon is spent on a part-time employment situation, with monitoring being provided by the cooperative instructor.

PINELLAS COUNTY

The identification of probable dropouts, grades 9-11, was completed early in the school year on the basis of reading and math scores, student attitude survey, and student records. Members of the math and English departments worked with a team of counselors on a one-to-one and small-group basis, with students identified as probable dropouts. Emphasis was placed upon alternative school/work programs. The reading/math survival skills necessary to function as a productive member of society became the major priority. Some students were referred to the PASS program - Positive Alternatives for Secondary Students - a program in which a counselor is teamed with a psychologist and social worker in an effort to redirect and motivate the student to remain in school.

Despite the comprehensive effort made to keep the probable dropout in school, those who did exit the system prior to graduation were provided individual counseling sessions where the resources available were discussed. Placement information, vocational training opportunities, and part-time school completion possibilities were made known to the students. The total effort was to make re-entry into the educational system as easy and inviting as possible. A follow-up study was conducted on each student and employment assistance made available for up to one year after leaving school.

OBJECTIVE 3: At levels 11-12, students will be provided alternatives for the acquisition of a salable

skill. These alternatives will include courses in general, vocational, or exceptional child education and actual employment experience.

BROWARD COUNTY

Hallandale High School was one of four Broward County high schools participating in the institution, on a pilot basis, of a salable skills program. Through this program, students are provided alternatives for the acquisition of a salable skill prior to exit from high school through courses in general, vocational, and exceptional student education programs or through actual employment experience in the community. In the spring, all ninth-year students at Hallandale and all eighth-year students at the middle schools feeding Hallandale completed a development career packet through which they examined their interests, achievements, temperament, and values and utilized the information gained thereby to identify careers for which they might be suited. Ultimately, they mapped out a four-year plan of education in which they identified a tentative career choice, a salable skill to obtain by time of exit from high school, and the courses necessary for acquisition of a diploma and a salable skill certificate. Approximately 1300 students were involved in these activities.

ORANGE COUNTY

1. A great deal was accomplished with the specialized experience component of the salable skills program.

These accomplishments were as follows:

a. An articulated model (3 junior high - 1 senior high) was identified and involved.

b. A trip to Broward County to view its program was conducted for approximately twenty-five persons representing the four model schools.

c. An orientation session for district-level personnel was conducted.

d. Summer activities were planned using district funds to develop the guidance and instructional phases of the program.

2. The C.B.C.E. program was implemented with six students beginning second semester. The program was judged to be successful and, consequently, will be expanded to involve a larger number of students in 1976-77.

PINELLAS COUNTY

1. As a comprehensive senior high school, the demonstration center is capable of offering extensive opportunities for students to obtain a salable skill. Specialized experiences, job shadowing, and non-paid work experiences were extended to students enrolled in Journalism, Communications and Media, Computer Math, Biology, Chemistry, and Foreign Language courses. The broad range of vocational courses certifies a specific level of competence in a salable skill upon course completion.

A variety of activities served to extend salable skill experiences to a larger number of students. A "work week"

was conducted in January and May, involving 127 juniors and seniors. Small and large businesses, private and public medical facilities, as well as the professions located in the nearby community participated. Youth motivators, a corps of thirty-seven future teachers, provided additional help to two local elementary schools.

2. As part of the sharing effort between the individual demonstration centers in each county, plans were made to implement a Community-Based Career Education Program (C.B.C.E.) at the Pinellas demonstration site, Dunedin Senior High School. Representatives from the Far West Laboratory in San Francisco held a week-long orientation and inservice session which began February 23, 1976. Key district-level administrators, the demonstration center principal, teachers, and counselors; and community representatives were involved.

   Despite the positive response and indication of support, plans to implement a C.B.C.E. program at the demonstration center failed to materialize due to budgetary considerations. A plan to adapt the Far West C.B.C.E. model was developed should future funding make implementation possible. The working relationship begun with the Far West Laboratory is expected to continue.

3. A benefit of the consortium relationship has been the exchange of programs. An initial exploratory visitation and orientation to the Broward County Project to view its "Salable Skills" program was conducted by representatives

of the Pinellas County staff in April. As a result a cooperative inservice effort is planned for late fall, 1976, for Broward and Pinellas Counties. Implementation procedures will include a district-level task force approach.

OBJECTIVE 4: At all levels, 9-12, students will be provided guidance and counseling experiences related to self-awareness, decision-making, and career counseling.

BROWARD COUNTY

Through the efforts of administrators, counselors, teachers, and the occupational specialist, guidance and counseling experiences related to self-awareness, decision-making, and career counseling were provided for students at all grade levels.

At the beginning of the 1975-76 school year, the counselors and the occupational specialist conducted an orientation to career materials and guidance services with all students, 9-11.

Throughout the year, classroom teachers in all subject and program areas integrated activities related to the affective elements of career education - self awareness, decision-making, and attitudes and appreciations - with regular classroom activities.

At the ninth year level English teachers implemented the Broward County Schools' Developmental Career Packet with all students. Through this experience, students examined their interests, temperaments, values, and achievements and evaluated

them in terms of tentative career choices. After a brief period of career exploration through utilization of resources in the school career center, these students selected a salable skill - that is, an entry-level job skill - to acquire by time of exit from high school. They then mapped out a three-year plan of education which included the courses necessary for achievement of that skill.

A teacher-advisory system was also developed and implemented with all ninth-year students. Staff involved included the principal and other administrators, guidance staff, occupational and media specialists, and teachers. The teacher-advisory system was designed to aid students in determining talents and interests, acquiring decision-making skills, establishing goals, and designing an appropriate school program by ensuring that they were personally well known by at least one staff member who could help diagnose, prescribe, and evaluate their needs and progress.

A guide was developed for participating staff and involved such inservice activities as group orientation, small group discussions, and individual counseling. The Model School Teacher-Advisor Filmstrip and Tape developed by Lloyd Trump were used to familiarize the staff with a related program. Orientation for the students came through classroom visitation by the guidance staff.

A calendar of activities was devised for the school year with specific goals set for each month. During the first semester, a total of eight group sessions was held with the students.

At the end of the first semester, the advisors voted to emphasize individual counseling and decided to have fewer group meetings with the students. At this point, administrative assistants were asked to refer to the advisor those students who were having discipline problems. Teachers were also asked to refer students to the advisor for counseling. Each advisor agreed to see each of his advisees on an individual basis at least once each grading period (nine weeks).

The results of a student survey administered June 1, 1976, indicated that 49 percent of the advisees met with their advisors on an individual basis. Other results indicated that group meetings held during the first semester were much more effective than the individual counseling program devised for the second semester.

ORANGE COUNTY

1. A guidance-oriented career program (Career Exploratory Process - CEP) was implemented at the demonstration center. This activity was facilitated by a staff development session for selected faculty members which resulted in an implementation plan. Such phases as interest inventory testing, job shadowing, employment clinics, sharing experiences, field trips, and meetings with college and technical school representatives were organized into a coordinated system.
2. The possibility of implementing a teacher-advisor system was explored with selected district and school level

personnel with extremely positive results. It is anticipated that this system will be operational in September, 1976.

PINELLAS COUNTY

A COST Team approach to guidance and counseling at the demonstration site was one of the several techniques used to increase guidance services to students. The COST Team, (counselor, occupational specialist, and teacher), work together as a team in a human relations effort in the ninth grade social studies curriculum. In both small and large group settings, students were exposed to interest inventory testing, attitude surveys, goal setting, life planning skills, and school/community resources available to them. Follow-up included individual student conferences with a member of the COST Team.

Small group inservice sessions for English and social studies teachers were begun in October to extend the use of guidance strategies into the classroom curriculum. A commercially available program marketed by Educational Achievement Corporation under the name "Valuing Approach to Education" formed the base for this inservice effort. Over 1,000 students were involved in values clarification and career exploration activities stemming from the inservice effort in these two departments.

As a result of investigating other pre-planned guidance programs, training was scheduled and held in April for the LCDS Program (Life Career Development System). A trainer

is now on the demonstration site faculty and will implement the program in the fall of 1976. LCDS is a flexible program which can be used as a separate semester course in the social studies curriculum or fused into the language arts, social studies curriculum or fused into the language arts, social studies, or home economics curricula. Plans are now to make it an elective social studies course in Life/Career Planning Skills. It may be taught by either a counselor or teacher with proper training. It is expected that a COST Team approach will be used.

OBJECTIVE 5: At all levels, 9-12, students will have access to as many of the material and human resources of the school and community as possible through career centers, career days, resource people, field trips, and shadowing experiences.

BROWARD COUNTY

A career center established as a part of the media center when the school first opened for operation in 1973 continued to operate and to draw students for casual career exploration and for career exploration related to specific classroom activities. The center contains all types of career-oriented materials - books, briefs, pamphlets, magazines, comic books, filmstrips, film loops, slides, cassette tapes, kits, and Project V.I.E.W. (Vital Information for Education and Work, a microfiche program of information related to occupations and corresponding education and training available in Florida). A special calendar listing career activities kept students

informed about upcoming guest speakers and school and community functions. A changing showcase display of career wares was set up on a monthly basis by different departments. A timely and changing bulletin board included information from all departments.

Through the career shadowing program instituted by the Science Department and described in the summary of progress with respect to Objective 1 above, approximately 190 students shadowed members of the work force one or more times in order to develop career/science-related projects for the school and county science fairs.

In addition, the following figures reveal the extent to which community resources were utilized in the program from September, 1975, to June, 1976. Total number of students participating in field trips: 384. Total number of students shadowing: 197. Total number of community resource people utilized: 175.

ORANGE COUNTY

1. The initial development and implementation of a centralized community resource information system was undertaken. This system provides information to educators concerning community personnel willing to act as resource speakers, host field trips and shadowing experiences, act as sponsors for C.B.C.E. students, and/or provide part-time or full-time employment for students. A brochure depicting these activities was developed and printed. (See Appendix C).

2. A career center in the library at the demonstration center was developed and opened for student utilization.
3. Each subject area department in the demonstration center agreed to provide career-related displays throughout the school year. Visuals reflecting career-oriented ideas, concepts, and processes was displayed throughout the entire school plant.

PINELLAS COUNTY

1. A Community Resource Index was developed and implemented. A wide range of occupational areas were included, covering the fifteen occupational clusters recognized by the U.S.O.E. Resource catalogs are readily available to all faculty members at the center. Each resource is coded as to extent and type of involvement. A centralized control center is also maintained by the district. Shadowing experiences, field trips, and guest speakers are developed and contacted through this system. A monthly activity report is kept by the center's occupational specialist for validation and evaluation purposes.
2. The resource index system will serve as the basis of expanding the planned C.B.C.E. program at the center (See Objective #3 of this section) should funds become available.
3. Initially, two career resource centers were established at the demonstration site. One was housed in the media center where students would have access to all career-related materials. A second resource center, housed in

the related arts facility, was discontinued because of the inadequacy of the facility. Some 1,085 students utilized the career resource center at least once. Some 25 faculty members used the professional references of the center, and many held class-size orientation sessions in the center. The center was also used for specialized guidance activities.

The extent of community involvement with the demonstration center was evidenced by the fact that 72 speakers representing a cross section of private businesses and public agencies gave of their time to talk with students. Over 400 students from Dunedin High School went on field trips throughout the school district.

OBJECTIVE 6: At all levels, 9-12, students will receive placement assistance in employment, education, or a combination of the two and will have the opportunity to participate in follow-up studies related to the appropriateness and adequacy of their preparation.

BROWARD COUNTY

In accordance with state law and state board of education regulations, placement and follow-up services were provided by the school occupational specialist. Because Hallandale High School comprised only grades 9-11 in 1975-76, occupational and educational placement services were extended to school leavers and other interested students. Follow-up studies were confined to students placed through these efforts and through

vocational education programs.*

ORANGE COUNTY

The placement and follow-up system continued to be operational. The job placement function was revised as follows:

1. Part-time job placement services were available for enrolled students through the occupational specialist.
2. Full-time job placement services were available for graduates and early school leavers through a placement specialist, of which there were a total of five, each housed at a vocational adult center.

PINELLAS COUNTY

1. The placement and follow-up component was an on-going effort at the demonstration center, coordinated with district-level administration. A full-time, school-based placement specialist had the responsibility at the demonstration facility with the following results:
   a. Some 637 students were actually placed in positions or programs upon leaving the school through the efforts of the Florida State Employment Service, employer-initiated referrals and educational and military referrals.

*For a complete summary of Hallandale High School's consortium activities for the 1975-76 school year, See Appendix B.

b. Between August, 1975 and June, 1976, the demonstration center placement office had 2,580 contacts with students (See Appendix C: Statistical Summary, Dunedin Senior High School).

c. A total of 706 individual conferences with students were conducted to supply help with life/career planning prior to leaving school.

d. A VTAE school related employer survey was conducted that involved the sampling of 100 community businesses that ultimately employed students from the demonstration center. (See Appendix D: Student Placement Services, Dunedin Senior High School).

C. DEMONSTRATION PRODUCT OBJECTIVES

Activities related to the demonstration product objectives are reported in Section III: EVALUATION.

D. DEMONSTRATION PROCESS OBJECTIVES

A pre-orientation packet was developed that included model descriptions, a brochure, and visitor's questionnaire, enclosed in an attractively printed folder. (See Appendix E). Orange County assumed the responsibility for coordinating visitations and the dissemination of information regarding the project. Visitation procedures varied somewhat among demonstration sites, as dictated by their schedules. Samples of materials used in implementation of components were made available upon request to all visitors.

Several types of media presentations were developed to disseminate information about the consortium. A professional

slide-tape presentation was developed by Orange County to serve a variety of purposes throughout the three school districts. Individual districts were able to localize it to meet their needs with minimal change. A copy of the script is included in Appendix F.

In addition to the slide-tape presentation, a set of transparencies was also developed to be used in briefing sessions where time was limited.

Pinellas County developed slide-tape presentations to demonstrate techniques utilized in career exploration through the subject areas. The intent was to develop a presentation in each curriculum area at the demonstration site. Only three areas were completed, however: language arts, social studies, and science.

Students of Hallandale High School's mass media class developed a slide-tape presentation depicting activities at Hallandale related to each of the components of the model; it was designed for use with consortium visitors.

III. EVALUATION

A. INTRODUCTION

The responsibility for administering the evaluation design was undertaken by the Florida EPIC Project. Educational Progress in Careers, a non-profit corporation, is an affiliate of the Florida Council of 100, a group of leading businessmen in the state of Florida which advises the governor in a variety of matters, including education.

B. RESEARCH DESIGN

Each instrument for collecting student product data was repeatedly revised. Therefore, each test or survey item could be said to have had "consensus validity"; i.e., an item was retained in an instrument only when all members of the EPIC review team and specialists from the Broward, Orange, and Pinellas staffs agreed on the item. This applied to each scoring key as well.

The reliability of each "testing" instrument (as opposed to survey-type instruments) was enhanced by the development of "matching" instruments from the same pool of test items.

The objective of the entire instrument battery was to approach a generalized test of career-economic education. The battery attemped to collect, reduce, and categorize data in response to the questions, "What does the profile of a career education student look like?" and "Can that student, given counseling and/or instruction related to the data, be accelerated to achieve in accordance with higher grade level students?"

All instruments which measured student products underwent a second kind of validity item analysis. Each item was evaluated for its ability to discriminate between experimental (career education project students) and control (non-project students).

At least four major validity field runs were executed in the development of each student product instrument, covering content validity, instrument time, face validity, grade-level range, reading level, and discrimination ability in order to examine whether or not the measured dimension correlated positively or negatively with student maturation and to examine instrument floor and ceiling effect.

C. EVALUATION DESIGN

The evaluation design had two major components: one which focused upon student and demonstration objectives, and one which related to the overall effectiveness of the project. Progress realized for each component is described in detail as follows:

Component I - Through this component, effort was directed to determining the extent to which each of the stated student product and process and demonstration product and process objectives, were met. Because there were four types of objectives, there were four elements of this component. Evaluation action plans for each element were developed (See Appendix G).

Element A - Student Product Objectives

Pretesting

The pretesting of 720 students (grades 2 through 12)

in the Broward, Orange, and Pinellas school districts on 27 dimensions of Career-Economic Education began on September 29th, 1975 (Orange) and was concluded on October 17th, 1975 (Pinellas).

For the pretests, population of 30 students per grade level per school was randomly selected, beginning with the bottom of the class rosters from different classrooms. For a number of reasons which are always inherent in any data collection, fewer than the required number of 30 remained to take all of the tests.

Data on 20 students per grade level per school were retained for the mean class averages. After discarding tests for students who had misinterpreted the directions, the 20 students per class with last names beginning with the bottom of the alphabet were retained.

The EPIC, Inc. staff reduced and analyzed all pretest data from the six instruments designed to elicit student performance data.

Post-Testing

The same twenty students per grade level per district pretested in September - October were retained for the March post-tests. Corresponding control groups selected through a demographic match were also tested.

The resultant evaluation provided student product data: pretest vs post-test and experimental vs control. Data obtained, however, from the pretest - post-test situation were not considered useful in that the majority

of the instruments were revised during the interim between pre- and post-testing. Consequently, they were too dissimilar to provide valid data.

Data collected from the experimental-control situation were meaningful and, therefore, retained.

Instruments used to collect data are listed as follows (See Appendix H for representative instruments):

Instrument Number	Instrument Title
1c/1d	Knowledge of the Economic System
2a	Worker Titles
2e/2f	Job Requirements and Functions
3a	Career Planning
3b	Considering Careers
4a	Acquiring and Maintaining a Job
4b	Inventory of Work Skills
5b	Attitudes Toward School and Careers

This evaluation process was used to collect data for certain student product objectives. These objectives and corresponding results are presented in the following table. In order to avoid a competitive comparison of the three districts, districts are identified individually as "A", "B", or "C".

Objective Number	Criteria	Instrument Number	Difference Levels District A	B	C
1	Identifying Occupations	2a	.001	.001	.001
2a	Identifying Work Skills	4b	.06	.06	.001
2b	Identifying Occupational Requirements	2e	.003	-	-
		2f	-	.01c	-

Objective Number	Criteria	Instrument Number	Difference Levels District A	B	C
2c	Identifying salary range and corresponding Life Style within Career Ladder	4a	-	-	-
		1c	.004	-	-
		1d	-	-	-
2d	Attitudes towards Work and Careers	5b	-	-	-
3a	Make tentative Occupational Choices	3b	.015	-	-
3d	Making Career Decisions	3a	.06	-	-
3e	Career or Occupational Planning	3a	.06	-	-
4b	The Job Interview	4a	-	-	-
4d	Discerning Desirable Personal Traits and Work Habits	4a	-	-	-
5a	Identifying Work Skills Required by an Occupation	4b	.06	.06	.001

Although forces have been set in motion to provide students with activities directed at the other product objectives, the processes for isolating related data have not been refined to the extent that valid results can be obtained. The activities for those student product objectives are as follows:

Objectives 3b, 3c: Criteria - Comparing Independent Variables and Identifying Student Limitations

The majority of the students at the ninth and/or tenth grade levels were administered a variety of interest inventories. These inventories were primarily from commercial sources with the exception of Broward's Developmental Career Packet (See Appendix I).

Objectives 4a, 4c: Criteria - Matching Career Choices and Potential Employers and Completing the Job Application and Resumé

In all three districts, concentrated efforts were directed to instructing students in all aspects of employability skills.

Objective 5b: Criteria - Certifying Work Skills

The process for actually documenting students' receipt of a salable skill has been, to a great extent, identified and installed in Broward County. Orange County is planning to meet this need during the 1976-77 school year. Pinellas is in the process of developing the overall salable skills program and should, therefore, be able to provide data at the end of the forthcoming school year.

Objective 6: Criteria - Improving Grade-Point Averages and Attendance and Suspension Records for Potential Dropouts

Although each district has well-established programs the potential dropout, the actual process of collecting data has not yet been implemented, although it has been identified.

Significant results, using available data, were obtained for Objectives 7a and 7b: Placement in a Job, Education, or Training Program and Participation in a Follow-Up Study. These results are as follows:

1. Ninety-five percent of all 1976 graduates in one district participated in a follow-up study prior to exiting school (Objective 7b).
2. This study provided the following results.

Item	Demonstration Center	District Norm	Rank Within District (10 schools)
a. Employed full-time	42%	33%	1
b. Employed part-time	22%	22%	3
c. Rating Vocational Courses as Excellent	24%	22%	3
d. Students encouraged to think about careers	19%	18%	4
e. Information on jobs and careers available	42%	39%	5

CONCLUSIONS: STUDENT PRODUCT OBJECTIVES

A. Students enrolled in the model career education centers show significant differences from students not enrolled in such centers in:

1. Identifying and describing careers (all three districts).
2. For a selected career, identifying the career and subject area skills involved (one district - non-significant difference of .06 in other two districts).
3. For a selected career, identifying the education and training required (one district).
4. For a selected career, identifying possible salary ranges (one district).
5. Identifying their key abilities, values, interests, achievements, and tentative career choices (one district).
6. Meeting criteria for a salable or work skill (one district - non-significant difference of .06 in other two districts).
7. Obtaining part-time employment (data from one district only).
8. Being encouraged to think about careers (data from one district only).

B. There is a need to improve the total evaluation design for collecting student product data by:

1. Increasing the size of populations tested. Six non-significant differences were obtained at the .06 level; this might have been significant with a larger testing sample.
2. Recording actual number of students who complete some form of interest inventory testing (Objectives 3b, 3c).
3. Recording actual number of students participating in some form of employability skills instruction (Objectives 4a, 4c).
4. Finalizing in all three districts a system directed at documenting students' successful acquisition of a salable skill (Objective 5b).
5. Implementing a system to collect data relative to potential early school leavers (Objective 6).

Element B - Student Process Objectives

The extent to which each student process objective has been met is described in Section II B.

Element C - Demonstration Product Objectives

Instruments designed to collect data for this element were designed and field tested during the past year. For numerous reasons, major revisions were necessary; consequently, no significant data were collected during the field-testing stage.

In that the design is complete, it is anticipated that valid data will be collected during the 1976-77 school year.

Element D - Demonstration Process Objective

All given demonstration process objectives were met. See appendices for

a. Brochure (Objective 1).

b. Pre-orientation package (Objective 2).

c. Slide-tape script (Objective 3).

d. Written procedures (Objective 4).

e. Model description (Objective 5).

Component II - This component contains three elements. These are, with present status, as follows:

1. A comparison between those identified potential dropouts who have participated in the career education demonstration project and those identified potential dropouts who are enrolled in regular programs to determine if the career education program produces significantly fewer dropouts.

   Strides were made in attempts to collect data relative to this element. Problems, such as being able to actually distinquish a dropout from a transfer, inhibited collection of valid data. It is hoped that these problems will be eliminated and meaningful data collected during the coming school year.

2. A follow-up comparison on students who have exited high school six months prior to the follow-up in order to determine:

   a. If those students who had participated in the career education demonstration program have a significantly fewer number of jobs or job training changes than

similar students who had been enrolled in the regular programs, and

b. If those students who had participated in the career education demonstration program express a significantly greater degree of job or job training satisfaction than similar students who had been enrolled in regular programs.

This information has been installed in the regular follow-up system. Consequently, data will be collected during December and presented in the interim report for 1976-77.

3. A follow-up survey of school visitors to the career education demonstration program one year after their visitations to determine the percent of visitations that resulted in the implementation of similar programs in other school systems.

This data will be collected throughout the 1976-77 school year and presented in the final report for that year.

IV. ANTICIPATED CHANGES AND/OR PROBLEMS

As indicated in the Interim Report, fewer visitations than expected were made to the three demonstration sites. While the described dissemination activities generated many inquiries about the consortium effort, insufficient travel funds prevented many school districts from following up with visits. In an attempt to remedy this problem, the Consortium proposed plans in the Interim Report to:

1. Hold a conference for high school principals from the Broward, Orange, and Pinellas County school districts in order to demonstrate the six components of the high school model for career education and thereby generate replication of consortium efforts.
2. Survey all Florida district career education directors to determine their interest in attending a one- to two-day conference which would focus upon demonstration of the components of the model and possibilities for replication.
3. Based upon the results of the survey of career education directors conducted through item 2, conduct the proposed conference.

Because the Florida Department of Education had scheduled a spring conference for district career education directors for May 9-10, 1976, in Tampa and had extended invitations nationally to select career education administrators and practitioners, the Consortium decided to meet the needs expressed above by coordinating its plans and efforts with those of the Department of Education.

As a result, the Consortium assisted in the planning and implementation of the state conference and had a prominent position on the program. For a summary of these efforts and an evaluation of the Consortium's contribution to the program, see Section VI of this report, Special Activities.

Involvement in the state conference and time constraints imposed by end-of-school-year demands led the Consortium to decide not to attempt to hold a special conference for high school principals.

V. DISSEMINATION ACTIVITIES

A. Two professional articles were submitted for publication in the Florida Vocational Journal (See Appendix J). Components of the consortium model were described along with the Broward, Orange, and Pinellas Mini-Conference that was held on January 15th and 16th, in Orlando. The Invitational Conference of May 10-12 was covered in a second article. Other articles were submitted to other professional publications.

B. An exchange of information regarding the project was facilitated through an announcement in Career Education News, published by McGraw Hill, Inc. Through this coverage, national dissemination of a survey was made possible. This effort helped to identify individual schools or districts which had components operating that were similar to those in the consortium model. Responses included information from most Chief State School Officers (See Appendix K for sample survey and career letter).

C. Two newsletters were disseminated describing the consortium senior high school model, activities, and progress. Distribution was made to all Florida Career Education Directors and senior high school principals, Chief State School Officers, 1974 United States Office of Education Career Education Mini-Conference participants, and interested persons requesting information (See Appendix L).

D. A brochure was developed describing the consortium objectives, demonstration sites, and other pertinent information. Distribution was made with a cover letter to all high schools within

the state, all state departments of education within the nation, and all participants in the 1974 career education mini-conferences (See Appendix E for sample letter and brochure).

E. A folder was designed and printed for use as part of the preorientation package and was sent to all requesting persons. The package included the visitor's planning questionnaire component description, brochure, and other related information (See Appendix E).

F. Orange County assumed the responsibility for developing a slide/tape program of orientation to the consortium effort. A professionally written script was developed and the entire package was designed so that it could be localized to meet the needs of the individual counties.

G. Several presentations were made to varied interest groups. Individually, Broward, Orange, and Pinellas have held in-county orientation sessions. Cooperatively, a presentation was made at the Florida District Directors of Career Education Conference, Palm Coast Resort, Flagler Beach, in October 1975. In January 1976, a mini-conference was held in Orlando under joint sponsorship with EPIC.

The consortium co-hosted a Career Education Conference, May 10-12, 1976, in Tampa, Florida. Sponsored by the Division of Vocational Education of Florida Department of Education, it provided participants from across the state and nation with presentations on such varying aspects of the consortium model as Community-Based Career Education, Extended Program for

Probable Dropouts, Career Exploratory Process, Career Exploration Through the Subject Areas, and Salable Skills.

H. Several newspaper articles were published describing the project effort. (See Appendix J).

I. Given the tight budget situation found in most school districts, a reasonably significant number of inquiries and visitations to the project were received.

VI. SPECIAL ACTIVITIES

A. Members of the consortium task force found it necessary to meet frequently, usually twice monthly. Major activities undertaken by the task force included discussions and mutual planning directed at implementation of model components, development of demonstration materials and processes, and evaluation and coordination of the mini-conference.

The task force membership includes the personnel with the primary responsibility in each of the three districts for planning, implementing, and administering the overall project.

B. Interdistrict steering committee meetings were held on the following dates:

September 26, 1975	Broward County
October 24, 1975	Orange County
November 21, 1975	Pinellas County
March 26, 1976	Broward County
May 21, 1976	Pinellas County

Membership on this committee included a representative from each county's career education project, the school-based coordinator from the demonstration centers, principals of the demonstration centers, the directors of secondary education from each county, a representative from EPIC, business representatives from each county, the director of career education from each county (ex officio), and the State Department of Education Coordinator for Career Education (ex officio).

C. A mini-conference was planned and held January 15-16, 1976, at Orlando's High Q Inn. More than 125 educators and business and community leaders were involved (See Program, Appendix M).

The theme for the highly successful conference was "Career-Economic-Community Education." It will become an annual event providing an opportunity for educational and community personnel involved in the Consortium to share and exchange ideas, concerns, problems and possible solutions.

The first conference activity was devoted to three hours of sharing sessions. Those attending were assigned to a special "buzz" group with their counterparts from each demonstration center, for the purpose of being involved in a structured exchange, including problems and alternative solutions. An analysis of these exchanges was compiled and reviewed by the consortium. An action plan was developed and shared with the "buzz" group participants.

Subjects covered were : Community-Based Career Education, Guidance and Counseling, Media Center and Library, Occupational Specialists, Language Arts, Mathematics, Science, Social Studies, Foreign Languages, Vocational Education, Related Arts, Alternatives for Possible Dropouts, Exceptional Student Education, and Administration - all directly linked to the six model components.

Guests representing the Florida Department of Education, district-level staff, career education projects, and the community also participated in the sharing session.

A recorder was designated for each group to list, in columns, identified problems with their alternative solutions and suggested processes, procedures, or strategies already proven successful.

Simultaneously, an EPIC business session was being conducted by Dr. Tom Justiz, EPIC Director.

The afternoon was devoted to demonstrations presented in a variety of ways: using prepared slide programs, sample materials, posters, displays, or charts. After participants rotated in sequence among nine demonstrations, a panel discussion, summary, and question period followed.

D. As a culminating activity the consortium co-hosted a National Invitational Career Education Conference at the Holiday Inn in Tampa, May 10-12, 1976. The Division of Vocational Education of the Florida Department of Education sponsored the conference, which drew participants from across the state of Florida and as far away as Massachusetts and Michigan. Several opportunities were made available for learning about the various components of the consortium model through actual demonstration and media presentation. Special emphasis was placed upon the Community Based Career Education activities initiated in Orange County. Mr. Ralph Baker of the Far West Laboratory assisted in a series of small group encounters with conference participants. Selected emphasis was also placed upon Extended Programs for Probable Dropouts, Career Exploratory Processes, Career Exploration Strategies, and Salable Skills (See Appendix N for conference program).

2128

APPENDIX A

OBJECTIVES

STUDENT PRODUCT OBJECTIVES

1. For selected occupational areas of their choice, students will be able to identify and describe at least three representative careers.
2. For each career identified through objective one, students will be able to identify:
   a. The career and subject area skills involved.
   b. The education and training required for entry.
   c. The current salary range (from entry to highest level) and possible life style.
   d. Ways in which the career contributes to the welfare of the individual, the family, and society.
3. Students will be able to demonstrate self-awareness and decision-making skills by:
   a. Identifying their key abilities, values, interests, achievements, and tentative career choices.
   b. Indicating those identified abilities, values, interests, and achievements which are important to achieving identified tentative career choices.
   c. Identifying conditions which may prevent them from pursuing tentative career choices.
   d. Identifying ways of overcoming such obstacles or selecting alternative realistic career choices.

e. Developing a plan for realization of tentative career choices which includes courses or areas of study and, possibly, work experience.

4. Students will be able to demonstrate employability skills by:
   a. Locating a potential employer for their tentative career choices.
   b. Demonstrating appropriate behavior and appearance in an actual or a simulated job interview.
   c. Successfully completing an application form and résumé.
   d. Demonstrating ability to discuss appropriate behaviors for good interpersonal relations and effective work habits.
5. Students will be able to demonstrate a salable skill by:
   a. Meeting the criteria established by the area of general, vocational, or exceptional child education in which they have decided to work.
   b. Obtaining verification of their competency from the employer with whom they are working.
6. If participating in an alternative program for probable dropouts, students will be able to meet the preceding objectives and demonstrate improved grade-point averages and attendance and suspension records.
7. At the time of exit from school, students will be able to:
   a. Enter a part- or full-time job or program of education or training commensurate with ability, achievement, and interest.
   b. Participate in a follow-up study to determine appropriateness and adequacy of preparation.

STUDENT PROCESS OBJECTIVES

1. At all levels, 9-12,* students will be provided opportunities for career exploration through all subject areas in general, vocational, and exceptional child education.
2. At levels 9-11, students identified as probable dropouts will have the opportunity to participate in alternative programs designed to acquaint them with career opportunities, to upgrade their basic skills, to teach them employability skills, and to enable them to obtain a salable skill through on-the-job training.
3. At levels 11-12, students will be provided alternatives for the acquisition of a salable skill. These alternatives will include courses in general, vocational, or exceptional child education and actual employment experience.
4. At all levels, 9-12, students will be provided guidance and counseling experiences related to self-awareness, decision-making, and career counseling.
5. At all levels, 9-12, students will have access to as many of the material and human resources of the school and community as possible through career centers, career days, resource people, field trips, and shadowing experiences.

*For Orange County's demonstration center, which comprises levels 10-12, student process objectives 1, 4, 5, and 6 pertain to levels 10-12 and objective 2 pertains to levels 10-11.

6. At all levels, 9-12, students will receive placement assistance in employment, education, or a combination of the two and will have the opportunity to participate in follow-up studies related to the appropriateness and adequacy of their preparation.

DEMONSTRATION PRODUCT OBJECTIVES

1. Through completion of a pre- and post-visitation attitude survey, all visitors to the demonstration centers will be able to demonstrate a positive attitude toward career education at the high school level.
2. Through completion of a questionnaire administered at the end of visitations, all visitors to the demonstration centers will be able to:
   a. Demonstrate awareness of career education at the high school level by listing the components of the high school model.
   b. Describe the major elements of at least one of the components observed.
   c. Identify demonstrated components with the potential for use in their areas.
3. Through completion of questionnaires circulated six months and a year after visitations, all visitors to the demonstration sites will be able to cite demonstrated career education components which were used with success in their areas.

DEMONSTRATION PROCESS OBJECTIVES

1. A brochure describing the consortium demonstration effort will be prepared and circulated to:

a. All high schools within the state.

b. All State Departments of Education within the nation.

c. All participants in the 1973-74 career education mini-conferences.

2. A pre-orientation package describing the consortium effort in demonstrating methods and techniques in career education at the high school level will be developed and distributed to all persons indicating an interest in visiting the demonstration centers.

3. A slide-tape program of orientation which focuses upon the consortium effort, the kindergarten through adult approach, and the components of the operational model for career education at the high school level will be developed and utilized with all visitors to the demonstration centers.

4. All visitors to the demonstration centers will have opportunities to see the career education components in operation and to talk with administrators, teachers, and students.

5. Materials describing the components of the operational model and representing varying aspects of the curriculum will be given to all visitors and distributed to all persons submitting written requests.

APPENDIX B

Hallandale High School

Career Education

Résumé and Guide

June 1976

By:

Charles R. Ward
Model School Specialist
Career Education

Assisted by:

Hallandale High School
Career Education Steering Committee

David R. Hogg, Principal - Hallandale High School

David Fitzpatrick, Director Career Education
School Board of Broward County

Anne McMichael, Curriculum Specialist
Career Education
School Board of Broward County

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

PREFACE

Since its inception Hallandale High School has been involved with infusing Career Education into its instructional program. The school has made great progress but continued inservice work is needed to update existing programs and to develop new curriculum. The Administration has been especially enthusiastic about Career Education which has had a positive effect with all elements of the program. A resourceful and energetic faculty has helped bring about an inspired student body.

Presently, the school is located in a temporary facility which was at one time Lanier Junior High School. Groundbreaking ceremonies for the erection of the new facility was held May 26, 1976 which will provide the newest and finest facility in Broward County. The school presently houses approximately one thousand students and will add another five hundred in the 1976-77 school year.

The enclosed materials were compiled to provide strategies for other schools who are developing Career Education and to supply information for further development of the Hallandale High School program.

Through funding from the U. S. Office of Education, three Florida school districts - Broward, Orange, and Pinellas - have formed a consortium for demonstrating the most effective methods and techniques in Career Education at the high school level. In each of the districts, one high school was selected to serve as a demonstration center. Hallandale High School is the center for the Broward County School System.

The consortium effort is directed to:

1.) Demonstrating Career Education components presently operable in the centers.
2.) Drawing to these centers needed components operable in other schools in the districts and other districts in the state and nation so that a comprehensive program is demonstrable in all centers.
3.) Disseminating information concerning the consortium and the centers to other school districts in the state and nation.
4.) Providing interested local, state, and national educators with opportunities to visit the demonstration centers, see career education components in operation, and talk with involved administrators, teachers, and students.

TABLE OF CONTENTS

Page Number

I. Steering Committee

II. Exploration Through Subject Area 7

Art 8

Business Education 10

English - Language Arts 12

Foreign Language 17

Home Economics 20

Industrial Arts 26

Physical Education 29

Math 33

Resource Program (EMH) 39

Science 42

Social Studies 48

III. Guidance 54

The Guidance Department 59

The Teacher-Advisor Program 60

The Probable Dropout Program 64

IV. Career Resources and Statistics 69

Media Center 70

Career Education Center Guidlines 72

Occupational Specialist 74

Participation Summary - Statistics 76

TABLE OF CONTENTS
(Continued)

		Page Number
V.	Career Related Programs	77
	The Teacher-Advisor Program - Appendix A ...	A 1
	The Science-Fair Program - Appendix B	B 1
	The Career Center Materials Guide-Appendix C	C 1
	Career Education Program Materials Listing - Appendix D	D 1

Career Education Steering Committee

The Hallandale High School Career Education Steering Committee was composed of students, parents, teachers, and administrators. The committee held three formal meetings during the year to review progress, to make recommendations, and to formulate plans for implementation. The work was done by committees, adademic departments and individually by department heads and teachers.

Committee Members:

Dorothy Barnes - Guidance Director

Chris Bolduc - Student

Wendy Bolton - Student

Sally Buske - Occupational Specialist

Rev. George E. Dunn - Parent

David R. Hogg - Principal

Barbara Holly - Parent

Joe Jones - Teacher, Math Dept. Head

Elayne Lash - Media Specialist

Anthony Russitano - Teacher, Social Studies Dept. Head

Donna Stull - Teacher, Science Dept. Head

Charles R. Ward - Career Education Model School Specialist

Ricky Wiggins - Student

Clara Williams - Teacher, English Dept. Head

Eva Williams - Parent

ROLE OF SCHOOL CAREER EDUCATION STEERING COMMITTEE

1. Develop a Career Education plan for the coming school year and assign responsibilities.
   a) Use any available student career data (e.g., The Occupational Information section of the State Eighth Grade Testing Program, the twelfth-grade placement test, the Kuder Interest Survey, and the Explorer Scout Survey) to determine student needs.

   b) Develop a Scope and Sequence. Select career materials for implementation by each grade level or subject matter area.

   c)

   c) Use resource guides, units, and career courses.

   d) Plan a Career Day(s), week, month, or Fair(s)

   e) Plan bulletin boards.

   f) Plan and set up a Career Center

   g) Plan a program for parent organizations.

   h) Help develop school reports featuring Career Education news.
   i) Plan field trips to coincide with Career Education activities.
   j) Plan for utilitation of resource people in the classroom.
   k) Develop an inservice program for the school

2. Share highlights of grade level/subject matter area career activities.

3. Communicate to other staff, students, and parents what is happening in Career Education.

4. Evaluate progress based upon the Career Education plan.

EXPLORATION THROUGH SUBJECT AREAS

Program Review Of The 1975-76 School Year

Program Recommendations For The 1976-77 School Year

ART

BUSINESS EDUCATION

ENGLISH-LANGUAGE ARTS

FOREIGN LANGUAGE

HOME ECONOMICS

INDUSTRIAL ARTS

PHYSICAL EDUCATION

MATH

RESOURCE PROGRAM (EMH)

SCIENCE

SOCIAL STUDIES

ART

Review

Career Education was emphasized in the art program through design and drawing classes with concentration on skills and design in lettering. Market value investigation and research of careers associated with art were used to reach the goals and objectives of the program.

The final activity of the year involved an art show which demonstrated and sold career projects. The projects gave students an opportunity to investigate cost production and profits while they developed a career interest product.

Many activities in the program were shared with other Broward County Schools and with Orange and Pinellas Counties who are in the Career Education Consortium.

Recommendations for the 1976-77 school year

1. Schedule resource people on a semester basis to coincide with the classroom program.
2. Schedule career shadowing and field trip experiences to coincide with scheduled activities.

ART

PROGRAM PHILOSOPHY

To give the students the background and foundation that will enable him to choose a vocation and obtain career fulfillment in relation to the field of art. The three major areas of concentration will be fine arts, commercial art and crafts.

II. GOALS

1. To help make students aware of many different occupations in the field of art.

2. To help students understand how different art products are produced by artists and utilized by consumers.

3. To help students make project choices and correlate their art work with related art careers.

4. To develop an understanding of the roles of art producers in related fields and other careers.

III. OBJECTIVES

1. The students will be able to explore careers related to art.

2. For careers of their choice, the students will be able to describe the job, training and education required, salary range and life style of these careers.

3. For art careers of their choice, the students will be able to identify and perform the basic skills.

4. The students will be able to identify the contributions the artists, craftsmen, and others affiliated to the field make to society.

5. Having completed self interest surveys, the students will be able to look at their own special abilities and talents, and identify three careers for which they are best suited.

IV EVALUATION

There will be an assessment activity for each objective. There will be a student evaluation of the career oriented program.

BUSINESS EDUCATION

Review

All courses in the business education curriculum were career (salable skill) oriented.

In typing I the objective was to teach students touch typing and effecient machine operating skills. These skills were practiced throughout the year by applying the techniques to the typing of business letters and forms.

Typing II further refined the skills and techniques and prepared the student for entry level jobs involving typing.

Shorthand I, a career oriented course, taught students the fundamentals of symbol shorthand and reinforced English skills. In the final weeks of class students learned transcription of mailable letters.

Bookkeeping I prepared students for entry level employment in occupations involving bookkeeping or record keeping. The student was introduced to fundamentals of accounting procedures, financial statements, banking activities, payroll procedures and sales taxes.

During the 1976-77 school year business education students will be offered a two hour clerical vocational education course that will be career oriented. For seniors and selected juniors the course will tie together previously learned skills. The

students will have an opportunity to diagnose and strengthen weaknesses, reinforce strengths, and prepare himself to to find proper placement, apply for placement, and successfully compete in the clerical job market.

Recommendations for the 1976-77 school year

1. Develop business education philosophy, goals, and objectives that will direct students toward reaching their potential with a salable skill.
2. Develop continuous evaluation procedures related to upgrading teaching methods, course content, and equipment in connection with career education.

ENGLISH-LANGUAGE ARTS

Review

The English Department organized career education activities for all grade levels which was a continuous process that took place throughout the school year. These development activities involved the use of release time for teachers and in some instances a sacrifice of personal time.

Five teachers administered The Developmental Career Packet to all ninth grade students which involved five hours inservice preparation. With the packet the students participated in a composite of activities which helped them decide upon an anticipated skill and an anticiped career. The anticipated skill will be acquired upon graduation from high school. The results of these two projects will not necessarily have the same interest or skills since the anticipated career will be used throughout the students lifetime. To help the student make these two important decisions the packet involved them in self awareness activities, a people things interest survey, achievement awareness activities, a career temperment survey, career index activities, a values inventory and scheduling.

The career search involved integrating classroom career activities with the regular English curriculum. At least one day per grading period was designated for speakers,

films, and field trips. Two or more days each grading period was designated for exploration of careers related to prescribed curriculum activities. During the year students were exposed to activities for the development of skills in letter writing and for completing various personal forms related to career placement. During the last few weeks of the school year the packet was completed when each student planned a three year schedule to coincide with the results of the packet.

Tenth grade students were involved with career related activities in interpersonal relations, group dynamics, interrelations, sensitivity, and interviewing. All grade levels were involved with communication skills.

Eleventh grade students were concerned with exploring and developing skills for pre-employment test and learning the correct method for completing a resume.

The Mass Media class made a slide-tape concerning career progress in all departments within the school. In this project students were involved with gathering information, writing scripts, and making appropriate slides of the Hallandale High School Career Education program.

All Language Arts classes were involved with guidance and career orientation at the beginning of the school year.

Recommendations for the 1976-77 school year

1. Develop English Department philosophy, goals, and objectives to coincide with Career Education.
2. Develop a comprehensive career package for all units of English rather than as an isolated activity.
3. Investigate pre and post testing in relation to career involvement with classroom activities.

English Department Career Education Activities

I. Self Awareness

A. The ninth grade student will be able to identify his:
1. Personal abilities, past achievements, interests, temperament, personal characteristics and to realistically evaluate himself in terms of future employability.

II. Obtaining Career Information - Ninth Grade

A. The student will be able to identify and to utilize sources of job information and Locate Potential Employees.

1. Career Center
2. Occupational Specialists
3. Florida State Employment Service
4. Classified Ads
5. Employment Agencies
6. Armed services recruitment services
7. Personal Contacts

III. Interviewing - Tenth Grade

A. Students will be able to identify the characteristics of effective interviewing and to demonstrate these characteristics through roll-playing.

IV. Student will be able to complete successfully:

A. Apply for social security - ninth grade
B. Promise of employment form - ninth grade
C. Birth Certificate - ninth grade
D. Work Permit - ninth grade
E. Job application form - ninth grade
F. Pre-employment Test - eleventh grade
G. Resume - eleventh grade
H. Business Letter - ninth grade
1. Letter of Inquiry
2. Letter requesting reference
I. Follow up - eleventh grade

V. To be able to identify and to demonstrate characteristics of effective interpersonal relations - tenth grade.

A. Sensitivity to other people
B. Broadening frame of reference
C. Being able to give and to accept constructive criticism
D. Responsibility to employer

VI. Work Habits - The tenth grade student will be able to identify and to demonstrate good working habits such as:

A. Punctuality
B. Honesty
C. Reliability - Consistency
D. Resourcefulness - Flexibility
E. Following directions

VII. Communication Skills - All students will be able to identify and to utilize communication skills required for employability

A. Reading
B Vocabulary
C. Speaking
D. Listen comprehension
E. Spelling

VIII. Career Exploration - The ninth grade student will able to identify and to explore 3-5 careers in which he is interested. Student will investigate:

A. Nature of the job (career)
B. Ed. and Training Required and places where they may be obtained
C. Salary range, benefits, and life style possible
D. English skills required
E. Investigate the contributions which the careers make to society.

Foreign Language

Review

The Foreign Language Department infused Career Education into their 1975-76 curriculum with the following activities:

1. Guest Speakers
2. Spanish pre post test
3. Collages on related jobs
4. Wrote letters requesting career information
5. Learned isolated vocabulary for different careers
6. Wrote reports concerning the use of language in chosen fields of work

The Spanish Career Education Guide was used to devise a pre post test and for the development of other career related activities. The results of the test are listed on the following two pages.

Recommendations for the 1976-77 school year.

1. Develop Career Guides for other foreign languages offered at Hallandale High School.
2. Arrange for selected career speakers on a semester plan that coincides with curriculum offerings.
3. Update the Spanish pre post test for planning future curricula and career activities.

Spanish Career Pre Post Test

The Spanish Career Pre Test was given to 89 ninth, tenth, and eleventh grade students in October 1975 and the post test was given to 88 of the same students during the first week of June 1976.

The purpose of the test was to evaluate student attitude toward the study of foreign languages, language study development, general career knowledge, identification of careers in which knowledge of Spanish is needed, and the relationship of foreign language to various career areas.

Test Analysis

	Pre Test	Post Test
Date=	10/75	6/76
Count=	89	88
Mean=	14.59	15.87
Std. Dev=	2.75	1.95
Reliability(KR20)	.583	.375

Spanish Pre Post Test Questions:

True or False -

1. After four years of high school Spanish, a person should be able to carry on a limited conversation in the language.
2. Georgetown University is 1 of 3 schools in the United States that provides training for interpreters.
3. As a secretary to an importer/exporter, knowledge of Spanish is often required.
4. A radio or TV announcer in South Florida needs some Spanish to present the news properly.
5. In two years of Spanish most of the major grammatical points are covered.
6. To be a Spanish teacher a person only needs to know how to speak Spanish well.
7. Foreign language fluency is a requirement to be accepted in the Foreign Service.
8. Most United Nations translators are American.
9. Telephone operators in Miami are required to have some knowledge of Spanish.
10. Some airlines give preference in hiring to people who speak two languages.
11. Most colleges do not require 2 years of a foreign language for admittance.
12. A customs inspector never needs to know Spanish.
13. Peace Corps volunteers are taught some language before he/she leaves the country.
14. The most important thing in job success is a good attitude.
15. No matter how you feel when another person criticizes you, you will be better off if you take it good naturedly.
16. Application forms should be filled out in pencil because it's easier to correct a mistake.
17. If you must introduce yourself, you should hold out your hand first for a handshake.
18. Those who take their first job offer are lucky.
19. A realistic career goal is one in which you are interested and have an aptitude for.
20. Since money is the most important factor in choosing a job, your own personal values are not too important.

HOME ECONOMICS

Review

During the school year class visitations were made to nursery schools and The Sheridan Vocational Center. Ten guest speakers visited the classroom and motivated the students to become more involved with career related activities. Films provided curriculum enrichment involving information concerning career awareness and salable skills.

Plans for marketing products made in class, studying business and cost factors, and profit evaluation will be developed during the 1976-77 school year. Sales and service will be offered on a limited basis in preparation for the commercial activities to be offered in the new facility for the 1977-78 school year.

Recommendations for the 1976-77 school year.

1. Develop career plans for the following courses:

   Food Service Occupations
   Fundamentals of Clothing Occupations
   Child Development/Human Relations
   Family Living

2. Plan career program for commercial equipment to be used during the school year 1977-78.
3. Develop plan for product sales.
4. Develop plans for speakers, visitation, and shadowing on a semester basis.

FOODS AND NUTRITION

Career Education

I. OVERVIEW

To provide students with opportunities to explore a broad range of food management, production and service occupations and concepts that relate to the food industry and self-employment.

II. GOALS

A. To provide students with an orientation to the many career opportunities available in the area of foods and nutrition.

B. To assist students in developing personal competencies important to success in any occupation related to the area of foods and nutrition.

C. To provide students with exploration experiences in occupations of their choice which relate to foods and nutrition.

III. OBJECTIVES

A. Students will explore careers in the area of foods and nutrition.

B. For foods and nutrition careers of their choice, students will be able to describe the job, give the education and the training required, identify the salary range and describe the life style possible through that career.

C. The student will be able to identify and perform the basic culinary skills necessary for the careers of their choice.

D. The student will be able to identify the contributions that workers in the food service industry make to society.

E. Having completed a self-interest survey, the student will be able to identify 2-3 careers for which he is best suited and tell why.

F. The student will be able to discuss the importance of grooming and good work relations to careers in foods and nutrition.

The preceding objectives will be accomplished through the following activities:

1. Films, filmstrips, and slides
2. Guest speakers
3. Career games, scramble grams, and crossword puzzles.
4. Self-awareness and decision-making exercises
5. Shadowing
6. Hands-on experiences
7. Stimulation experiences such as pizza sales, mini-catering, etc.
8. Role playing
9. Contracting for projects.

IV. EVALUATION

1. Notebook consisting of pretest, post test, and activity sheets dealing with each career studied.

2. Completion of contract dealing with simulation exercises pertaining to careers studied.

3. Self-Evaluation.

4. Student evaluation of career education program.

GOALS

The Foods and Nutrition program is designed to :

1. Enable the student to better himself through the knowledge and the skills acquired.

2. Enhance the possibility of obtaining a job related to the food industry.

The course content will be as follows:

1. Careers in the field of Foods and Nutrition.

2. Social and psychological aspects of food.

3. The relationship of a balanced diet and good health.

4. Sanitation and safety in food production.

5. Time and energy management in the kitchen.

6. Stretching the food dollar.

7. Getting the best in quality for your food dollar.

8. Food terminology; measuring techniques; reading a recipe.

9. Use and care of appliances and utensils.

10. Food storage.

11. Table setting; table etiquette.

12. Skills of a host or hostess; Waiting on tables.

13. Meals for special occasions -- buffets, teas, etc.

14. Planning, preparing, and serving a meal.

15. Reading and understanding a menu; restaurant dining.

16. Grooming and its relation to success in the food industry.

17. Preparing for the job; the importance of good work relations.

EXPLORATION OF FOOD MANAGEMENT, PRODUCTION, AND SERVICE OCCUPATIONS
(EXPLORING FOODS)

A semester course for 9th graders, designed to include awareness of the operation of food service enterprises; planning and profiding food service for individuals and groups, including those with special needs; and equipment, materials, and agencies and legislation related to food service. Instruction includes hands on laboratory experiences which are basic to specialized proficiencies needed for employment. Concepts in management, consumer education, sanitation and safety are taught as they relate to instruction.

GENERAL OBJECTIVES

1. To provide students with an orientation to the many career opportunities available in the area of foods and nutrition.

2. To assist students in developing personal competencies important to success in any occupation related to the area of foods and nutrition.

3. To provide students with exploration experiences in occupations of their choice which relate to foods and nutrition.

COURSE OUTLINE

I. Orientation to Food Service
   A. Importance of Food Service
   B. Exploration of careers in the area of foods and nutrition - Job discription, Education and Training required, Salary range and advancement, and Life Style possible.
   C. Types of Food Service establishments in community.
   B. Employmlent opportunities in community.

II. Safety and Sanitation
   A. Accidents and Emergency Treatment
   B. Food Contaminants
   C. Rodent and Insect Control
   D. Sanitary Food Handling, Cleanup and Dishwashing
   E. Fatigue
   F. Personal Grooming and hygiene
   G. Laws and Regulations
   H. Proper use, care, and maintenance and storage of equipment
   I. Proper storage of food.

III. Food Preparation and Service
- A. Function of Food in nutrition
- B. Food Terminology, measuring techniques: Understanding and folling a recipe.
- C. Table setting and etiquette; meal service
- D. Simulation experiences:
  1. Fast order food establishment
  2. Foods prepared by a baker, cake decorator, caterer, salad maker, dairy worker, soda fountain worker, etc.
  3. Mini sales -- pizza, doughnuts.
- E. Foods for special occasions - buffets, teas.
- F. Time and energy management.
- G. Skills or a host/hostess; waiter/waitress.
- H. Reading and understanding a menu.
- I. Restaurant Dining.

IV. Principles of Food Cookery.
- A. Beverages
- B. Sauces and gravies
- C. Soups and appetizers
- D. Salads and salad dressings
- E. Cereals and cereal products
- F. Vegetables and fruits
- G. Eggs
- H. Meat, Seafood, and Poultry
- I. Casseroles and Special dishes
- J. Baked goods and desserts
- K. Sandwiches
- L. Grill and Short order foods
- M. Party foods

V. Consumer Economics
- A. How to stretch the food dollar
- B. Quality characteristics of specific foods
- C. Good Shopping techniques.

VI. Labor Laws and Regulations --
Federal, state, and local laws concerning age restrictions, base pay, and work certificate, etc.

INDUSTRIAL ARTS

Review

The industrial arts program offered career related activities through speakers, field trips, films, and student reports. Student reports were involved with the use of the Career Center.

Due to temporary facilities, limited course offerings, and limited equipment, implementation of the written career program was limited. With the prospect of new facilities for the school year 1977-78 and additional materials for the 1976-77 school year the following recommendations should provide new experiences in career related activities.

Recommendations for the 1976-77 school year.

1. Schedule selective speakers and field trips.
2. Develop plans for career related activities for the new drafting course.
3. Plan each course on a semester basis in order to implement career involvement.
4. Develop plans during the school year for the following courses which will be offered during the 1977-78 school year.

    Graphics
    Small Engine Repair
    Metals
    Electronics

INDUSTRIAL ARTS

PROGRAM PHILOSOPHY

To give the students the background and foundation that will enable them to choose a vocation and obtain career fullfillment, in relation to the world of manufacturing.

PROGRAM GOALS

1. Enable each student, upon completion of the course, to have compiled information of several vocations in which they may be interested.

2. To encourage each student to evaluate himself as a person and his capabilities related to his chosen profession or vocation.

3. To provide learning experiences which will encourage the students to improve decision making abilities as these relate to job requirements and their personal preparation for these jobs or careers.

OBJECTIVES

1. Given the students job interest the student will indicate the requirements in relation to tools, machines, and general knowledge of the manufacturing industry, that are necessary to his obtaining a job and performing satisfactorly.

2. Given the job skill requirements the students will indicate the degree to which they are qualified for that particular occupation.

3. Given the job skill requirements the students will indicate what preparation is still necessary for them to become qualified in the job or vocation that they have chosen.

4. Given daily activities the students will demonstrate fundamental skills in the use of tools, and materials as they relate to various job categories.

5. The students will demonstrate their ability to understand and respect their uniqueness, not only in their present development, but also in future changes which may occur through their educational development.

6. The students will establish relevant goals based on an understanding of themselves.

7. The students will be able to recognize job clusters and some specialized jobs within each cluster.

8. The students will investigate job clusters, and specific careers in each cluster, and determine; the skills involved, education and training required, and available places of education and training, the salary range and possible benefits, and the life style and career outlook.

ACTIVITIES

1. Role playing
2. Self awareness
3. Hands-on activities
4. Field trips
5. Speakers
6. Contracting for various projects
7. Job application procedures
8. Interviewing
9. Career games - anagrams - puzzles - etc.
10. Introduce 7 career clusters, defenitions and representative jobs.

EVALUATION

1. Completion of various hand outs, self awarness activities.
2. Completion of contract
3. Self evaluation
4. Completion of "Scrapbook".

PHYSICAL EDUCATION

Review

With an emphasis on career awareness and career exploration each of the physical education teachers compiled a course outline which incorporated career elements into their units of study for all students.

A Physical Education Career Awareness Resource Guide was written and is available for use by other schools. Implementation of the guide will start with the school year 1976-77.

An elective co-education class was scheduled in which the students were exposed to the skills of officiating, scorekeeping, and the care of equipment.

The department administered and analyzed a student evaluation of the physical education program including opinion survey questions relating to factual information on career awareness. The results of the test are listed on the following pages.

As the school year progressed activities had to be modified to meet the needs of learning situations due to limited facilities and equipment. Shadowing, speakers, and visitation was used to provide career experiences. Once the new facility is completed an integrated career-physical education program will be ready for implementation.

Recommendations for the 1976-77 school year.

1. Develop physical education philosophy, goals, and objectives for the school year.
2. Provide program and staff supervision.
3. Implement the Physical Education Career Education Resource Guide.
4. Provide schedule of program on a semester basis with provisions for visitation, shadowing and speakers.
5. Develop departmental procedures for curriculum planning, duty responsibilities, department supervision, grading system, and use of facilities and equipment.
6. Compare and review the activities of career involvement with other departments in order to delete repetition.

PHYSICAL EDUCATION

CAREER PRE POST TEST

The Physical Education Career Pre test was administered to 647 ninth, tenth, and eleventh grade students on September 30, 1975. The post test was administered May 21, 1976 to 411 students who had remained in physical education classes throughout the year and had taken the pre test. New students in the program took the post test but are not included in this report.

The test was administered in large groups and the questions were read to the students in order to minimize reading differences.

The purpose of the test was to measure attitude changes concerning specific physical education activities, grades, knowledge of differences between activities, and career awareness.

The results of the pre test prompted the department to review their program and to devise recommendations for a more unified career oriented program which will be ready for implementation when the new facility is completed for the 1977-78 school year.

The evaluation revealed that the physical education program needs administrative supervision, program planning procedures, and grading system clarification. The results of the test also brought out the recommendations listed previously and the development of the Physical Education Career Awareness Resource Guide.

TEST ANALYSIS

	Pre Test	Post Test
Date -	10-75	6-76
Count	646	411
Items	40	40
Mean	15.36	26.35
Standard Dev.	3.11	3.75
Reliability(KR20)	.512	.638

Student Attitude Review:	Per cent of total group Pre test	Post test
A course I enjoy	39%	40%
A course I take to meet graduation requirements	51%	51%
Success in working with other students is described by:		
initiative	3%	4%
cooperation	77%	76%
decisiveness	6%	4%
temper control	11%	15%

	Pre	Post
Identification of Activities:		
intramurals	66%	76%
team sports	89%	90%
individual sports	72%	82%
relationship of health to physical education	77%	81%
Grade attitude Review:		
Dress and attendance should make up what percent of total grade?		
5% of total grade	9%	8%
10% of total grade	10%	9%
25% of total grade	23%	21%
50% of total grade	56%	62%
Participation should make up what per cent of final grade?		
20%	18%	19%
50%	42%	44%
75%	17%	21%
90%	20%	15%
Skills test and written tes should make up what per cent of final grade?		
5%	20%	29%
10%	29%	25%
25%	35%	34%
50%	13%	13%
Career Awareness Knowledge:		
Identification of:		
Career related to rule interpretation	48%	49%
Career related to materials and supplies	85%	90%
Career related to personal care and communicable diseases	65%	59%
Definition of officiating career	77%	81%
Identification of Physical education teacher aide	85%	85%
Relationship of a statistician to Physical Education	74%	71%

MATH

Review

During the 1975-76 school year the math department held a workshop which brought out suggestions for evaluating career progress and made recommendations for infusing math with the career education program.

Entrance level salable skills which can be devloped within the math program were identified and will be used when the school has a computer math laboratory. A departmental decision was made to change the original career math plan which consisted of three sequential courses and follow the outline listed on the next two pages. Plans are being made to offer a career related course to students who have a desire to develop a practical understanding of specific skills that relate to vocations identified by the student.

During the year each math class integrated some career awareness activities into their program through speakers and by using subject matter that involved selective activities that stressed math skills common to all careers. An investigation was made into the specific math requirements of various careers and will be developed further during the 1976-77 school year.

A pre post evaluation was given to the career math classes. The results of this evaluation helped identify needs and are listed on the following pages.

Recommendations for the 1976-77 school year.

1. Relate the content of each course to one or more specific careers with each student getting the same general exposure.
2. Provide integrated opportunities for each student to explore math that is related to one or more specific career choices.
3. Administer a pre post test of basic math skills that are necessary for success in the world of work.
4. Continue to investigate math needs in specific careers and provide opportunities for integrating these specifics into the curriculum.
5. Evaluate and make recommendations for improving the existing career education math program.
6. Secure additional instructional aids which will enable each student to better understand mathematical competencies directly related to specific careers.

MATH

CAREER EDUCATION

Basic Philosophy

The primary goals of career education in mathematics are (1) to provide a variety of learning activities which will encourage all students to be better able to enter the job market with the necessary mathematic competencies. These competencies are for job entry and advancement within their respective choices by the time they complete high school. (2) to encourage all students to develop those mathematical competencies which will enable them to be wise consumers.

The following career elements are means by which we are trying to accomplish the above stated goals:

1. Career Awareness
   Students will identify at least three careers and/or jobs with which they are interested by the end of their second year of high school and describe the nature of the task to be performed within each choice.

2. Educational and Economic Awareness
   For each career identified, students will indicate (a) the mathematical competencies needed for job entry and probable advancements (b) the aspects of each choice which they consider to be most desirable, and least desirable. (c) the present and anticipated market value of each choice (d) their desire to pursue each choice. (e) their personal qualifications for eahh choice. (f) the additional preparation needed for job entry and advancement.

3. Employability skill
   Students will demonstrate productive procedures for interviewing, completing forms correctly, listening for, reading for and following directions, being punctual, using common and professional courtesy, using appropriate dress and personal hygiene.

MATH

CAREER EDUCATION OUTLINE

The following outline will be followed when developing career math.

A. Program Philosophy
To give the students of Hallandale High School the mathematical foundation and background that will enable them to select, with a degree of intelligence, a lifetime goal and to reach that goal.

B. Program Goals
Enable each student to exit with a salable skill
Publicize the offering of the program.

C. Student Objectives

D. Activities

E. Evaluation
Placement and follow-up
Student self-evaluation and employer evaluation

F. Follow-up Evaluation

CAREER MATH

PRE POST TEST

The Career Math Pre Post Test was given to 113 students in October and to 66 students that had remained in the program in June during the 1975-76 school year. The test questions were taken from the Career Math guide.

The aptitude of students enrolled in Career Math was below average. Their math background ranged from basic math to about ten percent having been exposed to some form of algebra. Reading levels included non-readers and other students who had various reading handicaps with about ten per cent of the total group reading at grade level. Questions were read to the students and terms were not identified or explained. Enrollment in Career Math came about through the student electing the course and/or placement by a counselor.

The test was arranged to investigate attitude, career awareness, and general math knowledge. There was a significant improvement in all areas. Following is a categorical test analysis.

MATH SKILLS

In measuring General Math skills, a total of thirteen itmms were used.

Math Skill	Percent Correct	
	Pre	Post
English system to metric (1item)	23%	27%
English to Metric identification (1 item)	43%	49%
Metric to Metric (2 items)	32%	36%
Metric to English (1 item)	18%	36%
Feet to Yards (1 item)	69%	68%
Decimals to percent (1 item)	18%	42%
Percent to Decimal (1 item)	46%	59%
Fraction to percent (1 item)	32%	65%
General Math Problem Solving (4 items)	41%	43%

CAREER AWARENESS

Percentage of students who identified work associated with specific careers.

Career	Percent Identifying Position	
	Pre	Post
Etcher	20%	36%
Die Maker	22%	14%
Machinist	62%	74%
Purchasing Agent	73%	77%
Auditor	38%	42%
Loan Officer	61%	71%
Caterer	85%	91%
Governess	55%	71%
Travel Agent	85%	88%
Air-Traffic Controller	81%	88%
Dental Hygenist	84%	89%
Dietician	74%	83%
Electrical Appliance Repairman	85%	91%
Marine Mechanic	83%	85%

CAREER CLUSTER ASSOCIATION

	Pre	Post
Identification of different careers with career clusters seven items - correct mean score	72%	78%
Identification of minimum education requirements for careers that do not require advance studies. Seven items - correct mean score	57%	69%
Identification of duties of careers that do not require advance studies	73%	84%

TEST ANALYSIS

Pre Test		Post Test
Count	112	66
Mean	28.23	33.83
Standard Dev.	6.03	6.18
Relinbility (KR20)	.750	.776

RESOURCE PROGRAM (EMH)

Review

The Senior High Resource Program involved students that were having difficulty in the areas of reading, mathematics, and social living.

In this program, Career Education combined the academic world with the world of work. The main goal in this program was to help the student understand how their interest, aptitude, abilities, and personality would help them in different occupations.

In order to obtain this goal, the student explored job clusters in order to realize the kinds of careers that interested them most. They made field trips in conjunction with hands-on experiences. Where and when feasible, a student with a specific career interest made proper arrangements to spend the day on the job with someone engaged in that career.

The program was also involved with mini units. The purpose of these units was to prepare students for at least one salable skill, to be self-reliant, and to become economically dependend members of our society.

Following is a listing of the mini units.

1. Getting and holding a job.

    a. Reading and understanding the want ads section of the paper.
    b. Applying for a job

c. Filling out applications
d. Writing resumes
e. Mock interviews

2. Everyday Business

a. Banking
b. Budgeting
c. Buying
d. Federal income tax
e. Insurance

Recommendations for the 1976-77 school year.

1. Develop a program that will give seniors an opportunity to concentrate on referencing, media center skills, researching careers, shadowing, field trips, and employment agency visitation.
2. Develop a program that will allow juniors to work with job application procedures.
3. Further develop the program that involves ninth and tenth grade students with career awareness through exploring job clusters.

RESOURCE PROGRAM (EMH)

CAREER EDUCATION

I. Philosophy

To give the students of Hallandale High School Resource program the foundation and background that will enable them to function in society and to obtain career fulfillment.

II. Goals

A. The main goal of the Hallandale High School Resource Program is to help the student understand how their interests, aptitude, abilities, and personality will help them in different occupations.

B. To provide experiences which will enable the students to become more aware of themselves in relation to the World of Work.

III. Objectives

A. Students will explore eight occupational clusters: communication, natural resources, construction, manufacturing, health and welfare, personal services, humanities , recreation and entertainment by the following methods :

1. Films
2. Audio - tapes
3. Guest demonstrators
4. Reading materials
5. Vocabulary lists
6. Field trips
7. Newspaper
8. Shadowing (individual field trips)
9. Role-playing
10. Personal interviews
11. Posters - collages
12. Bulletin boards
13. Career center
14. Science experiments

B. Given his/her understanding of the alternatives open to his/her, the student will decide upon at least one career choice in each occupational cluster.

C. Students will individually contract for a means by which they may obtain the saleable skills necessary for their career choice or choices.

Evaluation

Evaluation will be determined by the students fulfullment of his/her individual contract.

SCIENCE

Review

The primary objective of the science department for the school year 1975-76 was to incorporate career elements into the existing science program. An effort was made to follow the six career elements listed on the following page in order to insure each student an opportunity to enter the job market with a more realistic idea of their potential and ability to earn a living.

In addition to field trips, using resource people in the classroom, and career center activities the science department developed a unique approach that exposed the students to all phases of career developemnt. The Science Fair Project directly involved approximately 190 students and exposed the remainder of the science students by indirect means. An opportunity to spend some time "on the job" with a person at work in a science related career was done through the shadowing program. This approach gave the student an opportunity to obtain career insight out of the classroom and have direct experiences in the real world environment. After researching various career interest the student wrote a letter requesting an interview with a selected employer that offered a career the student had personally investigated.

Other experiences included practicing good grooming for the job, keeping a log of information obtained on the job and sharing the experiences with classmates by preparing a written report or making an oral or audiovisual presentation. The project represented a combined effort by The Broward County Career Education Project and the Ft. Lauderdale Chamber of Commerce Culture/Education Task Force. Using the information obtained during shadowing, the students furthered their career knowledge by completing a Career Science Fair Project in March. Results of the Science Fair were rewarding for the students and the school. Hallandale High School finished first in the number of awards given by the Broward County Science Fair. The complete Science Fair Program is listed under Appendix B.

The Science Fair itself served as a culminating experience for those who directly exhibited career choices by display and those that did not participate were exposed to an array of varied careers through visitation incorporated into classroom activities.

Recommendations for the 1976-77 school year.

1. Extend the Science Fair Project to all science related subject areas.

Science Department Career Elements

The following career elements were used to insure the success of Career Education in the Science Department.

1. Career Awareness

   Students will be able to identify and describe at least 10 representative careers related to the science course they are taking.

2. Educational and Economic Awareness

   For each career identified through objective one, students will be able to identify:
   a. the education and training required for entry and advancement
   b. the current salary range from entry to highest level and possible life style

3. Beginning Competency

   For the 10 careers of their choice, students will be able to identify and perform the career and jubject area skills involved.

4. Attitudes and Appreciations

   Students will be able to identify ways in which select careers contribute to the welfare of the individual, the family, and society.

5. Self Awareness and Decision Making

   Students will be able to identify 5 subject related careers for which they are suited in ability, interest, and temperament and explain why and 5 for which they are not suited and explain why not.

6. Employability Skills

   Students will be able to locate and arrange for an interview with a potential employer for one of the subject-related careers for which they are suited.

SCIENCE

CAREER EDUCATION OUTLINE

A. Program Philosophy

To give the students at Hallandale High School a science background that will enable them to evaluate themselves and choose a career based on the results.

B. Program Goals

To offer the student a variety of science related careers and activities so he might relate to one or more of these careers. To enable each student to exit school with a saleable skill

C. Objectives

D. Evaluation

Follow-up activities
Student self-evaluation and employer evaluation

E. Follow-up to evaluation

SCIENCE

CAREER EDUCATION OBJECTIVES AND ACTIVITIES

To enable the student to explore and become a part of different careers through the vehicle of science. This exploration will provide the student with various "hands-on" activities so that he will enhance his opportunity to exit school with a salable skill.

Objectives First Sequence

1. To allow the student to view various careers open to him through science and to select several possible career choices available to him.

2. To allow the student to visualize himself as a functioning member of varying career communities.

3. To provide the student with and to encourage him in various self-assessment techniques such as attitudes, interests, personality traits and personal temperment as required in relation to a life style centering around various careers.

Activities First Sequence

1. Seventeen different career fields will be explored to provide student exploration into these areas.

2. Various "hands-on" activities such as taking soil samples, planting seeds, and making teeth molds will be provided to enable the student to gain needed insight into each career.

3. Field trips such as a trip to the Everglades for a wildlife census or a trip to a Naval ship at Port Everglades will be provided to enrich the student's outside on-the-spot training for these careers.

4. Guest speakers will be enlisted from various fields to serve as enrichment in the over-all aspect of these careers.

Objectives Second Sequence

1. To allow the student to select a specific number of careers based on his interests and abilities and to explore each in accordance with his personal character traits and talents.

2. To allow each student the opportunity to apprentice himself in a specific career opening based on his own choosing.

3. To allow each student to conduct an individualized self-evaluation of experiences accomplished through his apprenticeship.

Activities Second Sequence

1. The student will select several careers pretaining to his interests and abilities and explore this on an individual basis.

2. The student will conduct various "hands-on" activities as related to his chosen careers.

3. Daily individual field trips will be taken to familarize the student with on-the-job training.

4. Through shadowing, students will be afforded the opportunity to apprentice himself to a particular career chosen through his interest, attitudes, and abilities.

SOCIAL STUDIES

Review

Many of the components of Career Education have been incorporated into some aspect of each course offered in Social Studies. In order to coordinate the program and consequently reduce repetition each of the subject areas outlined their career activities in order to infuse them with the regular curriculum. Experiences were offered for students of varying abilities and achievement levels. They are listed under each subject area on the following pages.

The program involved the use of Subject Area Resource Guides developed by the Broward County Career Education Department along with films, speakers, and newspapers.

The American History pre post test from the Resource Guide was given in November and June. The results were postive and are listed on the chart included in this section.

The results of the Social Studies Salable Skills Task Committee Report were taken into consideration as the program developed. These findings brought about some changes in social studies philosophy, goals, and objectives. The report is included on the following pages.

Recommendations for the 1976-77 school year.

1. Prepare and administer pre post test in all subject areas.
2. Formulate career education infusion on a semester basis.

SOCIAL STUDIES

CAREER EDUCATION ACTIVITIES

American History

1. Will administer a Pre & Post Test
2. Familiarize students with government careers.
3. Familiarize students with Trade and Finance careers.
4. Familiarize students with Transportation and Welfare Careers.
5. Familiarize students with Health and Welfare Careers.
6. Will obtain resource people through Occupational Specialist to discuss various topics concerning careers in Law and Government.
7. Students will be provided employability skills activities.

World History

1. Students will be provided employability skills activities.
2. Students will research a subject related to Career Education.
3. Students will research and discuss the American vs. the Communist approach to choosing a career.
4. Students will receive an introduction to College Orientation.
5. Familiarize students with other careers related to Career Education.

Consumer Economics

1. Students will be provided employability skills activities.
2. Students will research a specific career.
3. Advertising project where students study careers in advertising and assume the roles and perform the functions associated with the career.
4. Using resource persons through the occupational specialist.
5. Students will use library skills and resource material related to career education.

World Geography

1. Students will be provided employability skills activities.
2. Students will become aware of how people make a living in other countries.
3. Map reading through use of SRA as an employabilty skill.
4. Students will use library skills and resource material related to career education.

SOCIAL STUDIES

CAREER EDUCATION

Program Philosphy

To give the students of Hallandale High School a Social Studies foundation and background that will enable them to be better prepared to meet furher challenges and to make future decisions in our society.

Program Goals:

1. To enhance the opportunity for each student to exit with a salable skill.
2. To offer the student a variety of social studies related careers and activities so he might become more familiar with these careers.

Objectives:

1. The student will be able to identify 3 careers in any area he has studied and likes best and will evaluate his suitability to each.

2. The student will be able to name the careers he would most like to pursue as related to Social Studies.

3. The student will have a realistic view of his own qualities as they relate to his career goals and Social Studies.

4. The student will be able to name and explain the required educational skills for careers he is interested in as related to Social Studies

5. The student will be able to chose one career related to Social Studies and describe the life he would experience as a result of the career either in written or oral form.

6. Students will investigate job clusters related to Social Studies and determine the education and skills required, salary and other benefits.

SOCIAL STUDIES

SALABLE SKILLS TASK

COMMITTEE REPORT

The Social Studies Salable Skills Task Committee has established that:

1. The role of social studies teachers with respect to providing students with the skill necessary to perform a selected entry level job is quite limited -- in fact, it seems to be confined to such part time endeavors as poll or census taking.

2. The greatest contribution which social studies teachers can make to the salable skills program lies within the realm of employability skills necessary to obtain and retain a job.

Through high school social studies programms, students can be provided employability skills activities related to the following:

1. Acquiring information about self to be utilized in valu-clarification and career decision-making.

2. Acquiring information about occupations and the world of work and locating potential employers.

3. Making career decisions.

4. Establishing and maintaining good interpersonal relations with superiors (teachers) and co-workers (peers).

5. Demonstrating effective work habits.

6. Demonstrating appropriate social behaviors.

Possible avenues for implementation of such activities include the following courses:

1. At grades 9 and 10 geography and world history

2. At grades 10 and 12 Problems in American Democracy.

3. At grade 12, psychology, sociology, or anthropology

A profile which would include data assembled through the Career Guidance Program administered at the ninth year level and information acquired through the social studies employability skills activities could be maintained by each student and submitted to an appropriate social studies staff member for review at designated checkpoints. Through compilation and evaluation of such a profile, students would be able to refine their career plans and to verify their acquisition of employability skills. A system similar to the teacher advisory system could be established for this process.

As pointed up by the committee, the major problem with respect to implementation of this plan is that none of the aforementioned courses, which seem to lend themselves to employability skills instruction, is required of all high school students.

AMERICAN HISTORY PRE AND POST TEST

Test Analysis (Number of items - 70)

	Pre Test	Post Test
Count	245	233
Mean	37.83	41.89
Standard Deviation	8.45	7.21
Reliability (KR20)	8.07	7.58

FREQUENCY DISTRIBUTIONS

Comparison of correct answers on Pre and Post American History Career Test:

Pre Test (Number of Correct answers	(Number of students scoring correct answers)	Post Test (Number of correct answers)	(Number of students with correct answers)
13	1	22	1
14	1	24	1
18	1	25	2
19	1	26	1
20	2	27	1
21	1	28	3
22	1	29	4
23	1	30	6
24	4	31	3
25	4	32	4
26	11	33	2
27	3	34	6
28	3	35	11
29	8	36	12
30	4	37	11
31	4	38	8
32	10	39	12
33	11	40	7
34	5	41	6
35	7	42	12
36	12	43	17
37	14	44	16
38	7	45	7
39	11	46	11
40	7	47	6
41	13	48	12
42	18	49	15
43	12	50	11
44	9	51	8
45	10	52	9
46	9	53	3
47	5	55	4
48	7	62	1
49	9		
50	4		
51	6		
52	3		
53	2		
54	1		

GUIDANCE

Review

The Guidance Department worked very close with students, teachers, and administrators with the development of career education. The Teacher-Advisor Program, The Developmental Career Packet, and The Probable Dropout Program were special projects directed by the Guidance Department that involved classroom participation and inservice activities for teachers and students. Career education orientation was a major part of regular guidance orientation for students in the classroom.

The Guidance Department assigned counselors to specific career projects and duties that coincided with other assignments which insured departmental sharing of career information and knowledge.

Ninth year English teachers, with aid from guidance personnel, administered The Developmental Career Packet to all ninth grade students. The packet was instrumental in helping the students decide upon an anticipated career and an anticipated skill. The program familiarized students with graduation requirements and helped them expedite scheduling for the 1976-77 school year.

Recommendations for the 1976-77 school year.

1. Continue The Teacher-Advisor Program. (See recommendations listed under Teacher-Advisor Program. See the complete Teacher-Advisor Guide in Appendix-A)
2. Assign a guidance counselor to follow-up with The Developmental Career Packet including articulation with feeder schools.
3. Develop procedures that will improve departmental and administrative communications involving attendance and probable dropout problems.

GUIDANCE PROGRAM

CAREER EDUCATION

OVERVIEW

The guidance program at Hallandale High School will be under the direction of the Guidance Department and an all-school Guidance Committee. The Guidance Committee will work cooperatively with the school staff in organizing and implementing a career-related program.

PHILOSOPHY

We believe that career related activities should develop knowledge and understanding, attitudes and appreciations, and skills and competencies which will prove of value to all pupils in their personal, social, and occupational life.

GOALS

The general goals for the total school guidance and counseling program are shared by all persons who seek to help children. A guidance career program will in no way displace the teacher's role in career education, but should make it possible for him to perform more effectively. The specific goals are to:

a. Assist parents and faculty with their understanding of the individual pupil's growth and development as it related to school, career choice, and society.

b. Effect a smooth transition from one level of career investigation to another for all pupils.

c. Coordinate the efforts of instructional departments in providing for the needs of pupils.

d. Disseminate career and vocational information to pupils, parents and teachers through a planned program.

e. Provide close communication between the school and home by conducting periodic surveys and small and large group guidance sessions.

THE ON-GOING CAREER-EDUCATION PROGRAM

PURPOSES

1. To acquaint teachers and students with the planned activities in conjunction with Career Opportunities.

2. To increase student's awareness of careers.

OPERATIONAL OBJECTIVES

1. Ninth and tenth grade students will participate in the completion of a career interest survey identifying vocational interests from list of career interest choices.

2. The Guidance Department will make available to teachers and students information regarding the survey.

3. Students will be notified of available career materials relevant to their vocational interests.

4. Individual and group counseling sessions will be conducted with the students periodically relative to their vocational interests.

5. Students will have the opportunity to view and evaluate career tapes, filmstrips, books, pamphlets, etc.

6. Students will have the opportunity to use all materials in the Guidance Center extensively.

7. Students will be given the opportunities to explore opportunities through consultants and field trips.

ACTIVITIES

1. Students will receive specific information relative to career education and vocational information during the over-all orientation session.

2. Students will complete a career interest survey (to be completed by members of the Guidance Department).

3. Parents and students will be made aware of the Guidance Career Program through the Guidance Reflections and Projections. (To be published each nine weeks).

4. Students will complete value inventories relative to making decisions in conjunction with careers.

5. Students will study, discuss, create, and act out one-act career plays.

6. Instructional career units will be made available to department heads for investigation and utilization.

7. The Counselors and Occupational Specialist will provide and conduct class or small group sessions relevant to career education.

8. The Counselors and Occupational Specialist will provide meaningful planned activities geared towards the dissemmination of career information.

9. The Guidance Department will provide a teacher-advisory program for students.

EVALUATION

The following means of evaluating the program will be employed:

Means

1. Observation
2. Questionnaires
3. Opinionnaires
4. Checklists
5. Open-end discussions
6. Cumulative folders
7. Student portfolios
8. Behavior records (anecdotal and rating scales)
9. Surveys
10. Interviews
11. Sociogram

CRITERIA

1. Are students, parents, and teachers developing adequate understanding of career information?

2. Are students gaining knowledge of the basic principles of career education?

3. Are the pupils developing appreciation for career information?

4. Are the pupils using the Career Center more frequently?

5. Are teachers, parents, and students utilizing the services of the Guidance Personnel?

6. Are the pupils relating career education to everyday living?

7. Are the pupils developing skill in observing mass media in conjunction with career education?

THE TEACHER-ADVISOR PROGRAM

Review

Hallandale High School experimented with the development of The Teacher-Advisor Program to meet the objectives set by the Five Year Plan of The School Board of Broward County and to help develop the school as a demonstration center for career education.

The purpose of the project was to formulate a program so that each student in the school would be personally known by someone who could help diagnose, prescribe, and evaluate his progress and needs. The primary goal of the program was to develop a more humane school and eventually provide opportunities for each individual student to be cared for, known, and valued by at least one person. These basic goals and objectives were directed toward stimulating student interest in achievement and toward the development of responsible young adults.

Teachers for the program were selected on a volunteer basis.

A guide was developed for the teachers which involved inservice activities that included group orientation, small group discussions, and individual counseling. The Model School Teacher-Advisor Film-Tape was used to familiarize

the teachers with a related program.

Orientation for the students came through classroom visitation by the Guidance Department.

A calendar of activities was devised for the school year with specific goals set for each month. During the first semester a total of eight group sessions were held with the students which involved activities listed on the Teacher-Advisor calendar.

At the end of the first semester the advisors voted to emphasize individual counseling and decided to have fewer group meetings with the students. At this point, administrative assistants were asked to make referrals to the advisor of those students who were having discipline problems. Teachers were also asked to refer students to the advisor for counseling. In addition, each advisor agreed to see each of his counselees at least once each grading period on an individual basis.

The results of the student survey administered June 1, 1976 indicated that fifty one percent of the counselees did not meet with their advisor on an individual basis. Other results indicated that group meetings the first semester were much more effective than the individual counseling program devised for the second semester.

The complete Hallandale High School Teacher-Advisor

Program is found in Appendix A. The results of the student survey are located on the following pages.

Recommendations for the 1976-77 school year.

1. Select a program coordinator from the Hallandale High School Guidance Department.
2. Form a Teacher-Advisor Steering Committee composed of teachers, students, parents, and administrators to:
   A. Develop an inservice training program for teachers that will start during preschool and continue throughout the school year.
   B. Formulate student and teacher calendar for ninth and tenth grades for the 1976-77 school year.
   C. Review the student survey administered June 1, 1976 for identification of needs in order to formulate A, B, and C listed above.
   D. Pre and post test students and faculty during the 1976-77 school year.

TEACHER - ADVISOR CAREER EDUCATION

Post Student Survey

The percent of students answering each item is listed in parenthesis.

1. Do you know the name of your teacher-advisor?
   A. Yes (94%)
   B. No (6%)
2. I met with my teacher-advisor on an individual basis during the second semester.
   A. one time (24%)
   B. two times (13%)
   C. three or more times (11%)
   D. We did not meet individually (51%)
3. Can you talk about your real fellings with your teacher advisor?
   A. Yes (51%)
   B. No (48%)
4. Did you get help in understanding graduation requirements from your teacher-advisor?
   A. Yes (82%)
   B. No (19%)
5. Has the teacher-advisory program helped you to grow in your ability to function as a high school student?
   A. Yes (60%)
   B. (39%)
6. Do you know yourself better in terms of choosing a job or occupation as a result of your teacher-advisory program.
   A. Yes (40%)
   B. No (59%)
7. How many of your teachers have discussed careers related to their subject area?
   A. None (15%) B. One (26%) C .Two (27%) D. Three or more(31%)
8. Have you had help in planning the subjects you need as related to your career interest?
   A. Yes (71%) B. No (21%)
9. Have you had help in understanding test results such as the meaning of percentile?
   A. Yes (48%) B. No (52%)
10. Have you had help to decide if you have the ability to succed in a career?
    A. Yes (58%) B. No (41%)
11. Do you know where to find information about careers?
    A. Yes (85%) B. No (13%)
12. Too much time was spent in teacher-advisory meetings this year.
    A. Yes (14%) B. No(86%)
13. Students need to spend more time in the teacher-advisory p rogram.
    A. Yes (73%) No (27%)
14. Generally speaking, I had good lines of communication with my teacher-advisor.
    A. Yes (65%) No. (34%)
15. If I had a choice I would go to another high school instead of Hallandale High School.
    A. Yes (33%) B. No (67%)

THE PROBABLE DROPOUT PROGRAM

The identification of and postive communication with potential early school leavers was a responsibility of the Career Education Program in cooperation with the Guidance Department.

Conferences with teachers, guidance personnel, and administrators concerning the high number of withdrawals at Hallandale High School brought about a program of individualized counseling for the probable dropout. Many of the students identified previously had been placed into special programs such as The Resource Program and The Work Experience Program and were being counseled by those teachers.

A method of identification was formulated by using the form "Identifying the Early School Leaver" and soliciting aid from all school personnel. Once the students were identified those that could be contacted were interviewed. Proper scheduling solved some of the problems since many of of the probable dropouts were not in subject areas in line with their abilities. Arrangements were made with the students for follow-up counseling. The Occupational Specialist gave exit interviews to all students who personally withdrew. An effort was made to contact students who had not attended school for long periods of time with very little success.

Broward County Schools Form 1-C was used in an effort to gather information from students already out of school. All forms used in this project are enclosed in this section of the Resume and Guide.

Recommendations for the 1976-77 school year.

1. Place The Probable Dropout Program under the direction of the Guidance Department.
2. Devise procedures for follow-up on students that leave school during vacation.
3. Develop procedures for correlating record keeping of those students who are administratively dropped from school with the Guidance Department.
4. Develop procedures for informing teachers of the progress of students identified as probable dropouts.

Probable Dropout Statistics

Students identified as probable dropouts	107
Students interviewed	79
Students placed into alternative programs	65*
Entered Armed Services	5
Transferred to B. F. James Adult Education	31
CYECIS	3
Illness-Homebound	3
Married	4
Melrose Park	2
Parent Withdrawal (Age)	14
Private Schools	3

*These students were not necessarily those identified as probable dropouts.

CAREER EDUCATION PROGRAM

IDENTIFYING THE EARLY SCHOOL LEAVER

Hallandale High School

One of the major responsibilities of career education is the identification of the positive communication with the potential early school leaver.

We are asking teachers, guidance and administration to help with this program. It will take a few weeks to identify new students. If you are aware of students that need help please list their name and grade level below.

Factors that help identify the potential dropout.

1. Consistent failure to achieve in regular school work.
2. Consistent discipline porblem (active antagonism).
3. Irregular attendance.
4. Disadvantaged
5. Emotional handicap.
6. Low reading ability.
7. Grade retardation.

STUDENT GRADE

HALLANDALE HIGH SCHOOL
1050 NORTHWEST SEVENTH COURT
HALLANDALE, FLORIDA

Dear Student:

Our records indicate that you are no longer in attendance at this high school.

We still feel it is our duty to provide each student with the information necessary to find suitable employment.

Please review the enclosed materials and if you wish assistance in finding a job, please come to our school and visit with me. We now have a job-finding service available to you.

I hope to see you soon.

Sincerely,

Sally A. Buske,
Guidance Department

SCHOOL WITHDRAWAL INTERVIEW FORM

The School Board of Broward County, Florida wants to help you and other students leaving our school system before graduation. Therefore, we are asking you to complete this form as accurately as possible. This will enable us to help students in the future by implementing changes to provide better opportunities for our young adults. Thank you for your cooperation.

(Last Name) _____ (First Name) _____ (School) _____

Street Address & City: _____

Telephone #: _____ Age: _____ Birthdate: _____

1. Grade Level 9-0 10-0 11-0 12-0

2. Reason for leaving school: (Explain answer)

0 Disinterested in curriculum	0 Left home	0 Failing everything
0 To learn a trade	0 Military Service	0 Illness (absence)
0 Marriage	0 Most friends quit	0 Overage for grade
0 Support self	0 Suitable program not available	0 Excessive absence
0 Support		0 Educational goal completed
0 Pregnancy		0 Other

3. How well do you rate your overall high school experience in preparing you for the future?

POOR 0 FAIR 0 GOOD 0

4. How well do you believe your high school prepared you for the future in the following area:

	POOR	FAIR	GOOD		POOR	FAIR	GOOD
Reading Skills	0	0	0	Business Education	0	0	0
Writing Skills	0	0	0	Art	0	0	0
Speaking Skills	0	0	0	Music	0	0	0
Mathematics	0	0	0	Industrial Arts	0	0	0
Social Studies	0	0	0	Guidance-Counseling Services	0	0	0
Science	0	0	0	Cooperate Ed., DCT, etc.	0	0	0
Foreign Language	0	0	0	Other Vocational Courses	0	0	0
Physical Education	0	0	0	_____ (List Course)	0	0	0

5. In what one area could you have used additional help from the guidance department?

0 personal problems	0 career planning	0 other (please specify)
0 educational planning	0 securing employment	_____

6. How could we best have encouraged you to remain in school: _____

_____

_____

7. Do you plan to return to school in the near future?

0 YES 0 NO 0 UNDECIDED

8. If YES to number 7, which plan will you choose:

0 Junior college	0 Evening adult high school
0 Return to this or another high school at a later date	0 Daytime adult high school
	0 Vocational technical school
0 Four year college	0 Other (describe)

_____

9. Interviewer assessment of reasons for withdrawal: _____ _____

_____

_____

_____

_____

_____

_____ _____

(Interviewer's Name) (Date)

CAREER RESOURCES
AND
STATISTICS

MEDIA CENTER

OCCUPATIONAL SPECIALIST

PARTICIPATION SUMMARY

MEDIA CENTER

Review

The Media Center provided a well developed Career Education Center which provided career experiences with the Occupational Specialist, teachers, and The Career Education Program. Orientation took place early in the school year and was a continuous process.

Media Center career materials had special coding in order to make them assessable to students and teachers.

Activities in the Media Center involved visitation by classes, small group visitation, and work done on an individual basis. Students used the separated print and non-print materials for a multitude of activities from simple investigation to intensive research of skills related to classroom and career interest.

A special calendar listing career activities and events kept students updated concerning resource people and school and community functions.

A changing display of career wares in a show case was done on a monthly basis by different departments. A timely and changing bulletin board included information from all departments in the school.

Readily available to students and faculty were encyclopedias, guides to vocational schools and colleges,

occupational handbooks, occupational briefs, individual career books, filmstrips, cassettes, film loops, and slides and microfishe printouts for more than 1,000 careers.

A complete Career Resource Center Guide was organized for the faculty and is placed in Appendix C.

Recommendations for the 1976-77 school year.

1. Academic departments provide diversified programs in order to delete repetition.
2. Relocation of the Occupaional Specialist so that she may become more closely associated with the Career Center.
3. Develop an inservice program for teachers which will provide awareness to career materials.
4. Incorporate local resource materials into the Career Center.
5. Invite clubs to sponsor the monthly career displays and the career calendar.
6. Develop plans for the new Media Center by preparing guidelines for accessibility to audio visual materials, equipment use, and production.

CAREER EDUCATION CENTER GUIDELINES

1. There will be a Career Education Center, located within the framwork of the Media Center complex.

2. The Career Education Center will be under the custodianship of the Media Specialist with the Occupational Specialist as the assistant custodian. They will be jointly responsible for its operation.

3. The Career Education Center will house any relevant information enabling a student to achieve specific objectives of the Career Education Program. It will be designated as such for easy accessibility.

4. Portfolios containing career information will be kept on each student in the Career Education Center with the Occupational Specialist as custodian.

5. Portfolios will only be available to the professional staff members. Parents and students will be permitted to view only their respective portfolios.

6. Use of career materials, print and non-print, will be guided by the policy and regulations of the general media center.

DESCRIPTION OF SERVICE

The Media Center - Career Education Center will be available to students, either individually or in groups, on a sign up basis for:

1. Instruction in the use of resource guides enabling them to locate information on the career clusters and individual career opportunities.
2. Furnish print and non-print materials on career clusters for research purposes.
3. Enrich career exploration through hands-on activities.

RATIONALE

Within a school complex, the media center -career education center is available to students and faculty for implementation and enrichment of the school curriculum. The service this center has to offer is an additional avenue by which career oriented information can be made available to all. Through hands-on experiences, valuable skills can be acquired; through the completion of packets grades can be acquired leading to course credit or certification of completion.

IMPLEMENTATION

The media specialist can make this service available to students and facul ty through a myriad of methods, using the individual lesson plans and worksheets as the schools needs dictate.

The following are some of the important steps necessary to implement the service:

1. Organize the service with a flexible scope and sequence using each individual aspect as needed or requested by student or faculty.
2. Contact the faculty of the availability of the service with regard to scope
3. Determine policy of hours availability · sign-up procedures, number of students to be handled.
4. Distribute a list of the resources available
5. Reproduce the student and professional hand-outs and worksheets.
6. Organize a system of record keeping with the possibility of a folder for each student leading to grades for subject areas, teachers, certification of completion, course credit.

OCCUPATIONAL SPECIALIST

Review

The Occupational Specialist took a major role in the Career Education Program. Projects for the 1975-76 school year consisted of facilitating teachers by providing subject area career related materials, assisting students with making realistic occupational choices, programming and supervising Career Center activities, planning field trips, scheduling resource people for career related activities, working with students who needed placement and follow-up services, and placing students into The Sheridan Vocational Center. Other references to her activities are found in the Resume and Guide under The Guidance Department, The Probable Dropout Program, and the Teacher Advisor Program.

Recommendations for the 1976-77 school year.

1. Provide a clearily defined job description showing the relationship of the Occupational Specialist, the Guidance Department, and Career Education.
2. Develop plans for more direct involvement with the Career Education Center.
3. Develop a plan for involvement with teachers concerning employability skills in order to delete repetition.
4. Provide teachers with a list of career related field trips.

5. Involve local civic organizations with pupil placement activities.

6. Develop activities with local employers to facilitate pupil placement.

7. Administer the Armed Services Vocational Aptitude Battery (ASVAB) to all eleventh and twelfth grade students.

Occupational Specialist Career Related Activities.

1. Orientation - Feeder schools, faculty and student body.

2. Career Guidance - Small and large group activities.

3. Vocational Program Placement.

4. Placement and Follow-up Services.

5. Counseling

   A. Graduation requirements related to careers.

   B. Employability skills.

   C. Work permits and job opportunii

   D. Probable dropout and follow-up.

   E. Career related test programs.

6. Career Days and Special Functions.

7. Provide Shadowing Opportunities.

8. Interest Inventories.

9. Provide Military Information

10. Special Career Programs - Work with Work Experience Program, Diversified Cooperative Program and other specific career related courses.

PARTICIPANT SUMMARY

CAREER EDUCATION PROGRAM

Participants include those students and teachers who were involved with Career Education no less than one class period and no more than two weeks for each experience listed. A student body of approximately 1000 students, and 53 faculty members - were involved with the program.

Number of Students Involved	13,215
Number of Teachers Involved	190
Number of Students Shadowing	197
Number of Resource People	110
Field Trips	
Number of Teachers	6
Number of Students Involved	384
Guidance Deparmtnet - Orientation	
Number of Times Counselors Involved	11
Number of Times Occupational Specialist was Involved.	14

142

CAREER RELATED PROGRAMS

APPENDIX A

The Teacher-Advisor Program

APPENDIX B

The Science-Fair Program

APPENDIX C

The Career Center Materials Guide

APPENDIX D

Broward County
Career Education Program
Materials Listing

APPENDIX A

TEACHER-ADVISOR GUIDE

1975-76

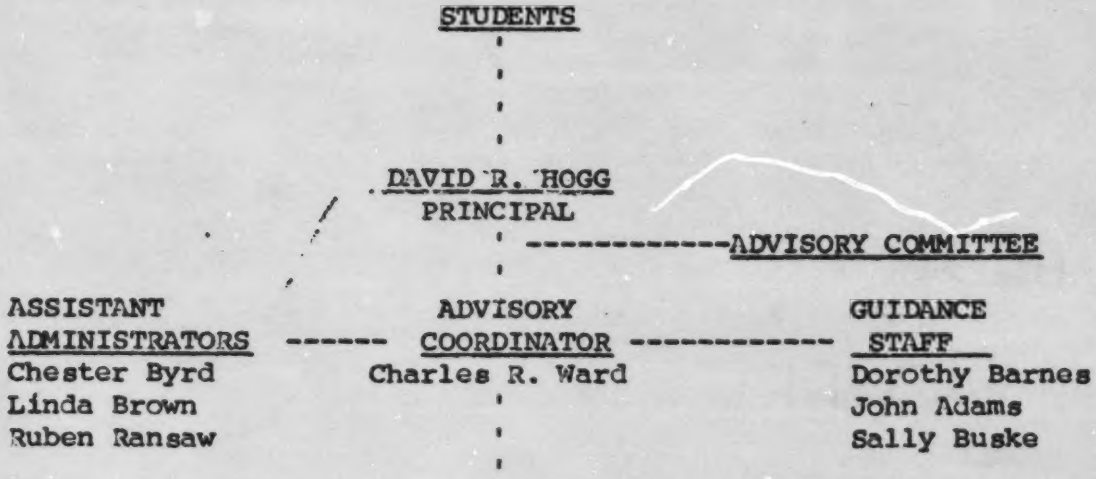
Hallandale High School
Hallandale, Florida

David R. Hogg
Principal

Contents

Subject	Page
Program Design	1
Rationale	2
Responsibilities of the Teacher Advisor	3-4
Teacher-Advisor Calendar (tentative)	5
Teacher-Advisor Techniques	
Don'ts and Dos	6
Referral of Students	7
Legal Protection	7
Group Discussion Techniques	8
Open-End or Unfinished Sentence Techniques	9
Decision Making	10
Teacher-Advisor Activities Questionnaire	11
Teacher-Advisor Conference Form	12
Graduation Requirements	13
Interview Form	14

THE TEACHER-ADVISOR PROGRAM



ADVISORS

Bob Abels
Bill Bailey
Dorothy Barnes
Linda Brown
Sally Buske
Chester Byrd
Brenda Dillon
Mary Ellen Fiske
Susan Foote
Sam Gulla
Joe Hamilton
Dave Hogg
Bob Holsaple
Renee Kopka
Elayne Lash
Bill Lawson
Claire Lieberwitz
Ruben Ransaw
Walter Rust
Greg Samuel
Larry Sheffield
Georgette Solomon
Joyce Taylor
Jerilyn Thomas
June Triangalo
Jody Zeder

RATIONALE

"The primary goal of the advisory program is the development of a more humane school. Among the characteristics of a humane school is that every human is being cared for, known and valued by at least one person. The internolization of the teacher-advisor role by faculty members is critical if warmth and humanity are to be attained within the school setting."

J. Lloyd Trump

Hallandale High School will develop a teacher-advisor program starting with the ninth grade for the school year 1975-76. A grade will be added each year until the program is functioning at all grade levels.

The program calls for a volunteer teacher or administrator to play this pivotal role with a small group of students. The advisor will work with the advisee so that each student will be known by someone who can help diagnose, prescribe and evaluate his progress and needs.

The purpose of the program is two-fold: To help develop Hallandale High School as a demonstration center in career education and to provide a program designed to stimulate student interest in achieving a goal that the total school program traditionally works toward, that of developing responsible young adults.

RESPONSIBILITIES OF THE TEACHER-ADVISOR

The roles of the teacher-advisor will obviously go far beyond the expectation of conventional homeroom teachers. Perhaps, the roles call for different relations between teachers, counselors and administrators. There is much that needs to be done in role clarification, performance definition and demarcation of responsibilities. School personnel, like everyone else, learn through experience, evaluation, and change. Consequently, at the beginning teacher-advisor time may be structured to a certain extent. As we emplement the program there may be opportunities for the teacher-advisor to use their time as it relates to their needs and interests.

At the beginning of the Hallandale Model School Project the teacher-advisor will have three basic responsibilities. The first is to aide the student in aquainting himself with the high school program. Graduation requirements, alternative programs, career awareness, salable skills and various decision-making exercises are examples of programs to be investigated by the student through his advisor.

A second function of the teacher-advisor is to help each pupil find his or her talents and interest. This goal occurs as the teacher-advisor and pupil interact and as the pupil changes and grows.

A third role of the teacher-advisor is to interact with other people with whom the pupil's life space becomes intertwined. This often means that the teacher-advisor may personally contact one of the advisee's subject teachers to help settle a problem.

In the process, teacher-advisors gain a broader view of the total school's program. They become increasingly sensitive to the need for a humane school to be student-centered rather than subject matter-centered. Thus the teacher-advisor role spreads the responsibility for guidance services among the entire professional staff.

In conclusion, it should be reiterated that the primary aid of the Hallandale High School Teacher-Advisor Program is the creation of a humane learning environment within the school. In order for this goal to be facilitated, the role of the traditional classroom teacher has evolved into a warmer, more trusting, more humane approach, one which incorporates guidance as well as teaching, affective as well as cognitive. This evolution must occur so that each pupil will be known as a total human being by at least one adult in the school and be constantly aware that "his advisor is at his side--and on his side."

TEACHER-ADVISOR CALENDAR
1975-76
(tenative)

October	1. Overview of teacher-advisor program 2. Complete interview form 3. Establish rapport with students
November	1. Overview of freshman year 2. Distribute and explain grade cards 3. Discuss graduation requirements
December	1. Group discussions 2. Registration for second semester
January	1. Interest survey 2. Distribute and discuss grade cards 3. Discuss behavioral differences
February	1. Special educational services 2. Rap sessions
March	1. Review school procedures 2. Review graduation progress
April	1. Distribute and discuss grade cards 2. Administer CTBS
May	1. Registration for sophomore year 2. Evaluation of teacher-advisor program

TEACHER-ADVISOR TECHNIQUES

The following material are suggested activities only. They are not presented as "the only way"; they do not preclude the teacher's initiative in devising means of his own to achieve the same purpose. It is hoped that they will contribute to the strengthening of the teacher-advisor system, elicit new ideas and new methods as the year progresses.

Here are some suggested "Don'ts" and "Dos" regarding teacher-advisor techniques.

"Don'ts"

Don't do all the talking.
Don't condone lax behavior.
Don't attempt to assume the parental role.
Don't make promises that cannot be fulfilled.
Don't play the role of the psychologist or psychiatrist.
Don't forget to conduct a follow-up.

"Dos"

Do establish rapport with each advisee.
Do let him speak while you listen attentively.
Do assist the advisee in acquiring the proper motivation for being in school.
Do strongly urge him to see personally anyone with whom he has had difficulty.
Do help him to cope with situations he faces.
Do help him develop self-confidence.
Above all get the student to be self-directed as possible.

REFERRAL OF STUDENTS

As a "rule of thumb" a student should be referred to the Guidance Department when he repeatedly returns to you, when his concerns become noneducational, when you do not know how to advise him, or when in personal and social matters you find you must do more than just listen. When you become involved in exploring the whys or underlying causes and in providing alternatives for solutions to noneducational problems, you have reached the point for referral.

1. Educational, personal, social issues: Ask the student if he has talked with a counselor, If he has, refer the matter to that counselor. If a student has not seen a counselor, consult the guidance director.

2. Spiritual issues: Contact the guidance department. Give them some background information and request that they interview the student.

3. Tutoring: Contact the guidance department.

4. Reading: Notify the English Department if a reading problem is suspected.

5. Outside agency: Referrals to outside agencies or for special services are to be made by the guidance department. Teacher-advisors are to refer such matters to the guidance department.

LEGAL PROTECTION

The laws of the state of Florida do not provide legal immunity regarding confidential information gained in the teacher-advisor or professional teacher roles. You are advised to be cautious in the keeping of written records containing such information.

It is illegal in the state of Florida for a professional counselor to advise a person to submit to an abortion and/or refer a person to an abortion agency. It is assumed this law also applies to the teacher-advisor and the professional teacher.

I. Group Discussion Techniques

1. Value voting - - a method for introducing specific value issues into the advisor room.

A brief survey (by show of hands or by brief questionnaire) may be used, such as the following:

1. How many of you think that teachers shouldn't say "damn" or "hell" in the classroom?
2. How many of you will raise your children more strictly than you were raised?
3. How many of you watch TV more than three hours per day?

For futher examples, see Values Clarification by Simon, Howe, and Kirschenbaum, page 38 ff.

Suggested issues might include:

Appeals for volunteers
Poor scholarship
Sex and the teenager
Cheating on tests
Prejudice

2. Open-end Sentence---

a technique that may be used to explore a variety of school situations. Its purpose is to provide the advisor with a series of "feeling-level" responses which are invaluable in good group discussion. The following could be handled by this method:

Responsibility
Home work or study habits
Career choice
School life
Tardiness and absenteeism

Example of open-end sentence:

I like teachers who....
The hardest part about doing my homework is...

The next page contains examples from Edson Caldwell's Group Techniques for the Classroom Teacher, page 34.

OPEN-END OR UNFINISHED SENTENCE TECHNIQUE

RESPONSIBILITY

At present my greatest responsibility is _____

I think a good leader is one who _____

I dislike having people expect me to _____

If nominated for a school or class office I would feel _____

I would feel uncomfortable if I had to _____

If I knew how to do it, I would like to organize a _____

Taking charge of a meeting is _____

Taking part in school clubs is _____

Taking care of my clothes is _____

OCCUPATIONAL CHOICE

Someday I would like to _____

My parents think that I should be a _____

I feel unsure about _____

After finishing high school I would prefer to _____

If I could affort it, I would _____

For me, making decisions is _____

I could make up my mind better if I had a chance to _____

In thinking about the courses I should take, I feel _____

I would enjoy being in a job where _____

I'm sure that I would not want to have to _____

For the future, the greatest help I am getting at school is _____

I should be able to earn enough money some day to _____

Caldwell, Edson, Group Techniques for the Classroom Teacher, p. 34

3. Wishes for the future—
very personal, but they can be a motivating force. The use of this technique may elicit valuable information for individual conferences as well as group discussions.

4. Decision-making exercises—
exercises that can help students look at themselves and clarify their values.

Selected material from Deciding: A Leader's Guide by Gelatt, Varenhorst, and Carey:
What do I value? - Page 12
Exploring values - Page 14
Alternatives in decision-making - Page 25
Acceptable and unacceptable alternatives - Page 26

5. Questionnaires—
clusters of questions designed to focus on specific issues.

For example:
1. Do you believe that extra-curricular activities are important?
2. Do you participate in one or more school activities: In how many do you take a truly active part, contributing ideas, attending meetings, etc.?
3. Do you feel that extra-curricular activities help develop a friendly atmosphere in the school?
4. Do you feel a responsibility to participate?
5. Do you feel a direct personal gain from school activities?

6. Brainstroming—
a problem-solving technique in which the group lists as many solutions as possible in a short period of time. An evaluation of the options follows.

For example:
1. How many uses can you think of for an empty coke bottle? (Note: This type of question may be used as a "warm-up" before considering the issues at hand.)
2. How many ideas can you suggest for a senior class gift?

TEACHER-ADVISOR ROOM ACTIVITIES QUESTIONAIRE

(Advisor chairman will ask for periodic reports. The following questions are examples of the type to be used.)

1. What topics have you dealt with in impromptu, on-the-spot discussions in your advisor room during the past month? (These need not be topics suggested in the advisor room activities manual.)

2. Have you held any planned small group discussions? If so, what have you talked about?

3. Have you used any films, TV programs, articles, or questionaires for the purpose of stimulating discussion? Please indicate the specific material.

4. What other activities besides discussions has your advisor room engaged in?

5. What activity has "worked" for you? What has not? Please comment. Your suggestions will be appreciated.

TEACHER-ADVISOR CONFERENCE FORM

(Questions similar to these may form the basis of a conference with the advisor chairman.)

1. How effective do you feel that you are in your work with the advisor room as a group? On an individual basis? (Can the group accomplish something besides the nuts-and-bolts work?)

2. As an advisor, what do you perceive to be your primary strengths? Your weaknesses?

3. Comment on the esprit de corps of your advisor room.

4. How can your advisor chairman be of help to you?

GRADUATION REQUIREMENTS

Public School - Broward County

A student may be graduated from a public high school in Broward County under the following conditions.

I. The student shall have fulfilled all requirements specified within the State Department of Education Standards, Board Policies and Rules, and shall have earned a minimum of nineteen (19) credits in grades 9-12. Fifteen (15) of these credits shall have been earned above the ninth grade.

II. The student shall have satisfactorily completed:

A. Two (2) units of physical education

B. Two (2) units of social studies, one (1) of which must be American History and Government offered in grades 11 or 12, and a thirty (30) hour unit in Americanism vs Communism.

C. Two (2) units in mathematics

D. Two (2) units of science

E. Three (3) units of language arts

INTERVIEW FORM

HALLANDALE HIGH SCHOOL ADVISORY PROGRAM
1975-76

NAME_____ PHONE_____

NINTH GRADE

1. OUT OF SCHOOL INTEREST:

2. FAVORITE LEARNING AREAS:

3. MOST DISLIKED LEARNING AREAS:

4. EXTRA-CURRICULAR ACTIVITIES:

5. CAREER INTEREST AREAS:

6. AREAS I WOULD LIKE TO LEARN MORE ABOUT:

COMMENTS:

APPENDIX B

HALLANDALE HIGH SCHOOL
CAREER-SCIENCE FAIR

THE SHADOW PROGRAM
Student Information

When dou do your shadow experience, you should learn the following things:

1. To develop an appreciation of the dignity and worth of work.
2. Be able to identify the advantages and disadvantages of the work.
3. Be able to see the academic and career skills involved.
4. Learn the education and training needed.
5. Develop a more positive attitude about the personal, social, and economic significance of work.
6. Determine whether the job matches your aptitude and interests.
7. Consider learning a realistic and relevant experience.
8. Gain some technical information that can be used to yo your Science Fair Project.
9. Possibly gain a salable skill that will aid you in your future career.

What is shadowing?

When you follow someone around, you may be out of school for one day or perhaps several days, or you may find that it will be easier to do your shadowing over the vacation. If you have to miss school, you will be excused and you will be able to make up your work, however, be sure to chech with your teachers ahead of time and get permission as well as the work you will miss while you are gone. While you are shadowing a professional in the field of your choice, you will be learning about their job, conducting an interview with them and evaluating the days activities. This should be a way for you to find out if you are really interested in going into this career someday. You will also be able to gain information to help you in complet ing your Science Project.

What you will have to do to complete your shadowing experience:

1. You will have to be interviewed and approved by your teacher. (Your teacher will sign approval on the "Shadow Program Agreement".)
*2. Yourwill write a letter of application, requesting an interview. (Show to your teacher for 10 points.)
*3. You will prepare a resume of interests and achievements to be included with your letter of application. (10 points)
4. You will accept an appointment for an interview. (if requested)
5. You will groom yourself properly for the job interview and/or job.
6. You will keep a log of information obtained on the job that will be of use to you in diing your experieent.
7. You will agree to get all needed signatures required for the activity.
8. You will make arrangements for your own transportation to and from the job.
9. You will conduct an interview with the person you are shadowing and fill out the "Conducting an Interview" form. (10 points)
10. You will enclose the "Employer Information Sheet" with your letter of application.

THE SHADOW PROGRAM - Student Information (cont.)

11. You will give the employer the "Participating Employer's Evaluation of the Shadowing Student" with an addressed, stamped envelope and request that he return it to the school as soon as possible. You will give the employer the evaluation form the day you do your shadowing. (10 points)

12. You will fill out an evaluation of the shadowing experience on the "Student Evaluation of Shadowing Experience" when you return from the job. (10 points)

13. You will get permission ahead of time from the proper Dean to be excused from school. In order to receive permission, you will have to have all signatures filled-in on the "Shadow Program Agreement" and "Individual Field Trip Form". These forms will be given to the Deans and kept on file in case of emergency.

14. You will check with all of your teachers ahead of time and find out what material you will be missing and do all work as required by them.

*Your English teachers will be able to assist you in writing a letter of application and the preparation of a resume.

HALLANDALE HIGH SCHOOL

THE SHADOW PROGRAM

Employer Information Sheet

Shadowing is an experience that offers the student an opportunity to spend some time "on the job" with a person at work, so that he may obtain add additional insight and have direct experience in the "real world" environment.

The Career Education concept is one which focuses upon the various ways in which people earn a living. It places emphasis on self-awareness, career awareness, decision making, exploration and employability skills. When the student has successfully met the objectives in self-awareness and career awareness he is ready for exploration and a more indepth study of the job family of his choice. These activities that follow will lead him to make a tentative career decision and to participate in the shadowing program.

The student will:

1. Develop an appreciation of the dignity and worth of work
2. Be able to identify the advantages and disadvantages of the work
3. Be able to see the academic and career skills involved
4. Learn the education and training needed
5. Determine whether the job matches his aptitudes and interests
6. Develop a more positive attitude about the personal, social, and economic significance of work
7. Consider learning a realistic and relevant experience

In these ways the student, given the truth, will be able to make a more realistic career choice, may tailor his curriculum to his needs, may exit school at any level with a marketable skill, and may re-enter at will to continue his education. This unique approach to teaching is an attempt to make learning realistic and relevant, and ultimately to provide each student with an opportunity to become a happy and productive member of society. It is also hoped that the student can gain certain information and technical help needed to complete a Career-Science Fair project.

Thank you for expressing an interest in the Shadow Program. This project represents a combined effort by the Broward County Career Education Project and the Fort Lauderdale Chamber of Commerce Culture/Education Task Force. I sincerely hope this sheet that outlines the program will be of help to you as we work together to prepare Broward County students in their future careers.

Donna J. Stull
Science Department Head
Hallandale High School

SHADOW PROGRAM AGREEMENT

HALLANDALE HIGH SCHOOL

STUDENT DATA: CAREER INTEREST: _____

NAME: _____ Social Security No. _____

ADDRESS: _____ PHONE: _____

REQUIREMENTS FOR ADMISSION

The student must be interviewed and approved by a member of the school staff.

PERFORMANCE OBJECTIVES:

The student will write a letter of application, requesting an interv.
The student will prepare a resume of interests and achievements.
The student will accept and appointment for an interview (if requested).
The student will groom himself properly for the job interview and/or job.
The student will keep a log of information obtained on the job.
The student, upon returning to school, will share his experiences with his classmates, by preparing a written report or making an oral or audio-visual presentation.

AGREEMENT:

I _____ agree to complete the above stated performance objectives that are necessary for the acceptance in and the completion of the Shadowing Program. I understand that my performance will be evaluated and will reflect my interest and ability to pursue "shadowing" in the field of my choice.

_____ _____

Student Signature Instructor/Counselor Signature

_____ _____

Date Date

PARENT APPROVAL:

This is to certify that I grant my son/daughter _____ permission to participate in the Shadow Program as described above.

_____ _____

Date Parent or Guardian

PARTICIPATING EMPLOYER'S EVALUATION OF THE "SHADOWING" STUDENT

(as part of Hallandale High School Career-Science Fair)

1. Did the student have sufficient knowledge of the Career??Yes__No___
2. Did the student display an acceptable attitude toward this career? Yes _____No ____
3. Did the student show an acceptable attitude toward you, as a sponsor, and your participating employees? Yes____No ___
4. Did the personal appearance and manner of the student meet the requirements and approval of your company? Yes ___ No ____
5. Was the student attentive? Yes ____No ____

Please evaluate the program and student in general:

_____

_____

_____

_____

Wasthe information you received on the program adequate? Yes___No___

What suggettions would you make for improving the program? (use back of this hseet)

Would you like to participate next year? Yes__No ____

Evaluator's Signature _____aTitle_____

Company _____

Address _____

Please complete and return this form as soon as it is conveniently possible to:

Miss D. J. Stull
Hallandale High School
1050 N. W. 7th Court
Hallandale, Florida 33009

"CONDUCTING AN INTERVIEW" Your name_____

Name of person interviewed_____

Occupation_____ Date of interview_____

GUIDELINES FOR CONDUCTING AN INTERVIEW

1. What is your career or occupation?_____

2. What duties are involved in your occupation?_____

_____

3. What skills and training are required?_____

_____

_____

4. What do you like best about your occupation?_____

Why?_____

5. What do you like least about your job?_____

Why?_____

6. Was this your first choice of occupations?_____

(a) How many times have you changed jobs?_____

(b) Why?_____

7. How does your occupation affect your personal life?_____

_____

(a) Do you have to work odd hours or at night?_____

(b) Are you tired or frustrated when you get home?_____

(c) Do you have noise during the day so that you need quiet when you get home?_____

8. Are people with your knid of skills usually needed, even when business is slow?_____

9. What general amount of money can be earned in this occupation?_____

10. Is there a possibility of receiving or losing alot of money quickly?_____

11. Is a large sume of money important or necessary for living the kind of life that you like or want to live?_____

12. Does your occupation enable you to live as you like?_____

(a) If so, in what way?_____

(b) If not, in what way?_____

13. Is the work localized or national?_____

14. Is the work seasonal?_____ If yes, then what do you do the rest of the year?_____

15. By the time I get out of school do you think there will be a need for alot of people in this occupation?_____ Why or why not?_____

_____

16. Are there good opportunities for promotion?_____

17. In order to be trained in this occupation, do I have to spend alot of money?_____ Do I have to buy alot of tools?_____

18. In order to be fully trained in this field (including education, training, uniforms, tools, supplies, etc.), how much is it going to cost me to get started? _____

19. What are the benefits?

    (a) Group insurance?_____

    (b) Pension or retirement plan?_____

    (c) Sick leave?_____

    (d) How many sick leave days do you get a year?_____

    (e) Vacation with pay?_____

    (f) Denist care?_____

    (g) Other_____

20. How many days a week do you work?_____

21. How many hours a week do you work?_____

22. How many hours a day do you work?_____

23. Are there any dangers to your physical health?_____

24. Do you think you would like to do this job the rest of your life?_____

25. If you want to change jobs, why do you want to?_____

_____

HALLANDALE HIGH SCHOOL

CAREER-SCIENCE FAIR

STUDENT EVALUATION OF SHADOWING EXPERIENCE

1. Do you feel that the shadow program was a worthwhile experience? Yes__No___
2. Was there sufficient time allowed for interviews and observation?Yes__No___
3. Were you able to get sufficient information to make a decision on this career? Yes___No___
4. What was the name of the company that sponsored you? _____
5. Was the person you shadowed willing to be interviewed? Yes____No ____
6. Were you interviewed? Yes____No____ By Whom?_____
7. Were you properly prepared for the interview? Yes_____No____
8. If not, why? ____improper dress, _____lack of knowledge of the career, _____felt insecure, _____other (Please explain) _____
9. Do you feel that your peeparation for the "shadowing" experience as adequate enough to make it successful? Yes ____No ___
10. Would you like to have the opportunity to "shadow" again? Yes__No___
11. What aspect of the program proved most valuable to you?
12. Would you recommend this program to other students? Yes____No____
13. What changes do you think should be made to omprove the program for students?
14. What information did you gain that can be used on your Science Project?

_____

_____

Student's Signature_____

Program Completed _____

HALLANDALE HIGH SCHOOL

(Shadowing)

INDIVIDUAL FIELD TRIP FORM

NAME OF STUDENT _____ PERIOD _____
DATE OF PROPOSED FIELD TRIP _____. I _____
(Name of Student)
understand that it is my responsibility to make all the necessary arrangements if I wish to participate in Shadowing. I further understand that I must make arrangements for my own transportation and get all the signatures required on this form.

_____
Signature of Student

. . . . . .

NAME OF PARTICIPATING PERSON _____

OCCUPATION _____

ADDRESS _____

BUSINESS PHONE NUMBER _____

I agree to allow the above named student to spend time observing my occupational role at the above address.

_____
Signature of Participant

PARENT FORM

I hereby give my permission for my son/daughter _____
(Name of Student)
to participate in the individual field trip. I have read the rules regarding this activity and understand the responsibilities involved. By my signature on this statement, I release and hold harmless The School Board of Broward County, the above named school and the individual sponsors, including teachers and principals, from all liability for mishap or injury to the student named herein while participating in activities for the period specified.

_____ _____ _____
Signature of Mother Home Phone # Bus. Phone #

_____ _____ _____
Signature of Father Home Phone # Bus. Phone #

_____ _____ _____
Signature of Guardinn Home Phone # Bus. Phone #

Date: _____

HALLANDALE HIGH SCHOOL

CAREER-SCIENCE FAIR

The purpose for the Career-Science Fair at Hallandale High School is twofold:

(a) To become acquainted with a particular skill, job or profession by working directly with someone is that occuptional role.

(b) To demonstrate student ingenuity through the design and construction of an original science project dealing with some aspect of the profession studied.

TIME SCHEDULE

DATE	DUE
December 1 (Monday)	Rough outline of the planned project completed Permission forms completed and turned in Decision reached on what area or field you will be shadowing
January 16 (Friday)	Completed student evaulation of the shadowing experience. Completed employer's evaulation of the shadowing student. SPECIFIC plans for the Science Project
March 17 (Wednesday)	Begin setting up projects in Cafetorium after 5th period. Projects must be set up by 7:30 AM on March 18.

Ideas for Science Projects may be found in the Library under 507.2 or in the World Book Encyclopedia under the following headings:

Air	Chemistry	Eye	Physics
Antibiotic	Color	Heredity	Seed
Astronomy	Dam	Leaf	Skeleton
Atom	Ear	Light	Waves
Atomic	Electric Motor	Magnet	Weather
Atomic Energy	Electricity	Metal	Zoology
Biology	Electronics	Microscope	
Chemistry	Energy	Nutrition	

CAREER EDUCATION

RESOURCE GUIDE

CAREER BOOKS IN THE CAREER CENTER

Dewey Decimal Number	Title	Author
331.7	United States, Bureau of Labor Statistics -	
331.702	Community Service & Related Specialists -	Bayliss
331.702	After College, junior college, military service, what? -	Brown
331.702	The Encyclopedia of Careers and Vocational Guidance -	Ferguson
331.702	The Guide to Career Education -	Lederer
331.702	Lovejoy's Career and Vocational School Guide -	Lovejoy
331.702	Summer employment directory of the United States, 1975 -	Leith
331.702	Marketing, business, and office specialists -	Ferguson
331.703	Dictionary of Occupational Titles -	
371.2	Barron's how to prepare for the high school equivalency examination -	Rockowits
374.013	Ferguson guide to two-year college programs for technicians and specialists -	
378.1	Barron's how to prepare for college entrance examinations -	Brownstein
378.1	Scholastic aptitude test -	Gruber
378.3	You can win a scholarship	Brownstein
378.73	Barron's guide to the two-year colleges	-
378.73	Lovejoy's College guide 12th ed.	Lovejoy
610.23	Health technicians, -	Kinsinger
620.023	Engineering technicians -	Brooking
658.3	Dictionary of personnel and guidance terms -	Hopke
914.04	The New York times guide to student adventures and studies abroad -	Rowland
020.23	Your future in library careers	Myers
020.69	What does a librarian do?	Busby
020.69	Library careers	Logsdon
070.023	Journalism	Myers
070.5023	Your future in publishing -	Corwen

CAREER BOOKS IN THE CAREER CENTER

Dewey Decimal Number	Title	Author
070.69	So you want to go into journalism -	Ryan
070.69	Your career in journalism -	Stein
327	Your career in foreign service -	Neal
331.1	Executive jobs unlimited -	Boll
331.1	Resumes that get jobs -	Gruber
331.1	Ten weeks to a better job -	McDonald
331.115	The Macmillan job guide to American corporations for college graduates -	McKay
331.128	The teenager and the interview -	Keefe
331.34	Young people and work -	Cain
331.6	Job opportunities for young Negroes -	Paradis
331.7	Journalist, eyewitness to history -	Brucker
331.702	Career choices for the '70s -	Arnold
331.702	Careers in urban affairs -	Asboll
331.702	Your aptitudes -	Barth
331.702	What color is your parachute?	Bolles
331.702	Your career in the world of travel -	Dowdell
331.702	Your future in exotic occupations	Evers
331.702	Teenage jobs -	Lombeck
331.702	On the job training and where to get it -	Liston
331.702	Nontraditional careers for women -	Splaver
331.702	Paraprofessions -	Splaver
331.702	Your career if you're not going to college -	Splaver
332.1	Your future in banking -	Boynton
332.6	Wall Street careers -	Sarnoff
332.6023	Securities -	Henle
332.6023	Your future in securities -	Miller
333.7	Nature's guaridians -	Neal
333.78	Your career in parks and recreation	McCall
338.1023	Careers in agribusiness and industry	Stone
340.023	Ms. - attorney	Fenten
340.023	Careers in the legal profession -	Sarnoff
340.69	Lawyers and what they do -	Ernst
351.1	Your future in the federal government -	Gould
353.004	Your career in civil service -	Liston
355.023	Careers for women in uniform -	Heiman
355.023	Your future in the military services -	MacCloskey
361.023	So you want to be a social worker -	Perlman
362.1	Your future in hospital administration	Kirk
362.1	Medicine and health care in tomorrow's world -	Wood
362.1023	Health Care Careers	Kay
362.5	New careers for the poor	Pearl
363	Jobs that save our environment -	Berger
363.2	Your career in law enforcement -	Liston
364.4023	Your career in law enforcement -	Liston

CAREER BOOKS IN THE CAREER CENTER

Dewey Decimal Number	Title	Author
364.44	A job with a future inllaw enforcement and related fields -	Schreiber
363.2023	Your future in law enforcement	Gammago
371.42	Your career if your're not goint to college-	Splaver
371.1	Your career in teaching -	Dowdell
371.42	Guide to summer jobs -	Sterling
371.2	How to get into college -	Bowles
376.65	The young woman's guide to an academic career -	Farnsworth
371.42	Handbook of job facts -	Branche
378.1	Anyone can go to college -	Livesey
371.42	School Teaching as a Career -	Boylan
378.1	Student's Guide to the two-year college	Richardson
371.42	Your vocational adventure -	Burt
378.3	Making it -	Harvard
371.42	Is my job for you? -	Gardner
380.5023	Jobs in transportation -	Gray
371.42	Vocations for boys -	Kitson
384.5	Your career in TV and radio	Gordon
371.42	Pathfinders -	Neal
384.54	So you want to be a sportcaster -	Coleman
371.42	On the job -	Norton
384.54	Prepare for a career in radio and TV	McGonagle
387.7	Your future as an airline stewardess	Randall
387.7	Flying high -	Rich
388.3023	Aim for a job in the Trucking Industry -	McGill
407	Careers with foreign languages -	Cohn
506.9	So you wnat to be a scientist -	Nourse
540.69	Your career in chemistry -	Esterer
590.74	Zoo careers -	Bridges
602.3023	Jobs in manufacturing -	Houlehen
610.22	Your future in medical illustration	Nakamura
610.69	Your career in medicine -	Bleich
610.69	Your future in medical assisting -	Chernok
610.69	The year of the intern	Cook
610.69	Doctors and what they do -	Coy
610.69	Jobs in health care -	Englebardt
610.69	Ms. - M. D. -	Fenten
610.69	Careers and opportunities in the medical sciences -	Froese
610.69	Your future as a physician -	Kalb
610.69	So you want to be a doctor -	Nourse
610.69	Your future in medical technology -	Paul
610.69	Your career in nursing -	Searight
610.69	An introduction to the profession of medical technology -	Williams
610.73	Nursing as a career -	Chandler

CAREER BOOKS IN THE CAREER CENTER

Dewey Decimal Number	Title	Author
610.73	Health Careers	
610.73	Hospital Health Careers	
610.73	Your future in nursing careers -	Robinson
615.023	The profession of pharmacy -	Deno
617.6023	Your future in dental assisting -	Frost
617.6023	Dentistry -	Kane
617.6023	Your future as a dental hygienist -	Paige
617.7	Fundamentals for the optometric -	Bates
617.7023	Your future as an optician -	Hirschhorn
620	Careers and opportunities in engineering	Pollack
620.023	Engineering as a career today -	Amstead
620.8023	Opportunities in environmental careers -	Fanning
621.3023	You can be an electrician -	Liebers
621.38	Your career in electronics -	Neal
621.381	Aim for a job as an electronic technician	Keefe
629.13	Skyblazers -	Neal
629.132	Your future as a pilot -	Scribner
629.28	Find a career in auto mechanics -	Harrison
629.4	Your career in the aerospace industry -	Boyd
634.9023	Your future in forestry -	Hanaburgh
636.089	Animal doctor -	Whitney
639.9023	Conservation -	Dodd
639.9023	Ecology -	Ferguson
640	Exciting careers for home economists -	Spencer
640.73	Careers in consumer protection	McLood
646.069	Fashion as a career -	Heal
646.7023	Your future in the beauty business -	Bassin
647.94	Careers in hotel management -	McDonnell
650.	How teenagers can get good jobs -	Golinas
650.23	Your future in your own business -	Winter
651	Executive secretary -	Burke
651.023	Your future as a secretary -	Noyes
653.023	Your future as a shorthand reporter -	VanAllen
657.069	Careers in accounting -	Ashworth
657.069	Career in Business management -	Mann
658.3023	Opportunities in personnel management	Mack
658.85	Your future in salesmanship and sales management -	Elzerman
658.87	Your future in retailing -	Scott
658.87	Careers and opportunities in retailing -	Wilinsky
659.1	Your career in advertising -	Johnson
659.1	Fashion -	Siegel
659.1023	Advertising -	Lavanaga
659.1502	The complete book of fashion modeling -	Lenz
690.023	Aim for a job in the building trades -	Daly
697.9	Aim for a job in air-conditioning and refrig -	Daly
690.023	Jobs in construction -	Liebers

CAREER BOOKS IN THE CAREER CENTER

Dewey Decimal Number	Title	Author
741.6	Careers and opportunities in commercial art-	Biegeleisen
793.3023	Dance	Terry
808.06	Your future in technical and science writing-	Clarke
910.69	Georgraphers and what they do -	Warntz
913.031	Your future in archaeology -	Larue

FILM LOOPS
(Encyclopedia Britannica Educ. Corp.)

331.7	Carpenters
387.702	Stewardesses
610.73	Licensed practical nurses
610.73	Registered professional nurses
621.32	Electricians
621.385	Telephone craftsmen
629.133	Airplane mechanics
629.28	Automobile mechanics
634.902	Forestry aids
697.9	Air conditioning and refrigeration mechanics

FILMSTRIPS

331.7	The automobile mechanic
331.7	The automotive sales representative
331.7	Building Maintenance
331.7	Career Education Clusters
331.7	The cook
331.7	The data processing clerk
331.7	Distributive education
331.7	The electrician
331.7	The medical assistant
331.7	The printer

CAREER EDUCATION

FILMSTRIP

331.7	Real estate sales
331.7	The Receiptionist
"	The sheet metal worker
"	The tool and die maker
331.7	TV and radio repair
331.7	What is your future in the changing world of work?
331.7	Working with business machines
331.7	Working in food service
"	Working in a hospital
"	Working in manufacturing
"	Working in the printing industry
"	Workingiin a service station
"	Working in a supermarket
350.7	City administration
350.7	Education and the teacher
350.7	Fire and fire protection
"	Police and police protection
"	Post office and postal workers
"	Sanitation and maintenance
362.11	Diet clerk and fry cook
362.11	Food service worker
362.11	Hospital administration
362.11	Inhalation therapy technician
362.11	Maintenance mechanic, electrician, and custodian
362.11	Medical assistant
362.11	Nurse's aide
362.11	X-Ray technician
373.24	Career training
387.74	Aerospace sales representative
387.74	Air freight agent
387.74	Aircraft maintenance
387.74	Airline ticket agent
387.74	Control tower operator
387.74	Flight engineer
"	Jet engine mechanic
"	Maintenance mechanic
"	Passenger service representative
"	Skycap and baggage handler
"	Stewardess

CAREER EDUCATION

Filmstrips

614.8	Shop Safety
634.92	Trees for 2001
681.	Shop Measuring instruments
690.023	The brick layer
690.023	The concrete block layer
690.023	The finishing carpenter
690.023	The interior painter
690.023	The plasterer
690.023	The plumber
690.023	The roughing carpenter

KING FEATURES

Fifteen Career Clusters Described in Comic Book Form
Workbook
Career Bingo Game

Chronical Occupational Library
(2 Drawer File with Pamphlets and Brochures
on Many Occuaptions)

VIEW MACHINE

(330 Occupations on Microfilm)

VERTICAL FILE

Contains Career pamphlets, brochures, and
booklets which are filed in alphabetical order

CAREER KIT

Largo, Florida - approximately 500 monographs
on careers

Occupational Exploration Kit SRA

Approximately 500 occupational briefs

CASSETTES

Box 1

Cassette 1 Electrician - Dentist

CAREER EDUCATION

CASSETTES

Box 1

Cassette	2	Fashion Model - Actor
"	3	Stewardess - Buyer
"	4	Policewoman - Dental Hygienist
"	5	Computer Programmer - Veterinarian
"	6	Account Executive - Radio Broadcaster
"	7	Business Consultant - Salesman
"	8	Minister - Personnel Counselor
"	9	Research Scientist - Pharmacist
"	10	High School Teacher - Technical Writer

Box 2

Cassette	11	Court Reporter - Telephone Operator
"	12	Physician - Dietician
"	13	Medical Technologist - Physical Therapist
"	14	Commercial Pilot - Professor
"	15	Banker - Cost Analyst
"	16	Editor - Librarian
"	17	Commercial Artist - Theatrical Agent
"	18	Secretary - Social Worker
"	19	Park Director - Reporter
"	20	Cosmetologist - Nurse

Box 3

Cassette	21	Forester - Military Personnel
"	22	Lawyer - Architect
"	23	Waiter - Restaurant Manager
"	24	Electronic Assembler -Auto Mechanic
"	25	Record Producer - Photographer
"	26	Teaching Assistant - Tool and Die Maker
"	27	Golf Professional - Fireman
"	28	Accountant - Insurance Salesman
"	29	Civil Engineer - Electronic Technician
"	30	Realtor - Driver/Salesman

FILMSTRIPS
Guidance Office

The Job Interview
Basic Subjects - Preparation For Work
Worried About College
New Horizons In Food Service Careers
Architecture And Your Life

CAREER EDUCATION

FILMSTRIPS
Guidance Office

Personality In Business
What Is A Job?
What Are Job Families?
How To Find A Job For Yourself
When You Go To Work
Learning On Your Own
Your Job Outlook
Where Will you Live and Work?
Career Planning In A Changing World
Careers In The Computer Field
So You Want A Summer Job
Needs, Satsifactions and Goals
Drop Out - Drop In
Your Life Of Work
Finding Out About A College
Labor and Labor Unions
Scholarship and Loans For Continuing Education

APPENDIX D

THE SCHOOL BOARD OF BORWARD COUNTY, FLORIDA

CAREER EDUCATION PROJECT MATERIALS

I. HIGH SCHOOL RESOURCE GUIDES

Art
- Commerical Art

Exceptional Child
- A Career Education Guide for the Secondary Resource Program of E.M.H. Students
- Contracting Career Education Activities -- A Supplement for Secondary E.M.H. Students

Foreign Language
- Spanish

Guidance
- The Role of the High School Counselor in Career Education

Language Arts
- Career-Oriented Composition
- Fiction and Biography
- A Project Approach to Career Education in Language Arts

Mathematics
- Algebra
- Geometry

Physical Education
- Career Awareness Resource Guide

Science
- Biology
- Chemistry
- Comtemporary Science
- General Science

Social Studies
- American History
- Modern European History
- Problems in American Democracy
- World Geography
- A Project Approach to Career Education in Social Studies

II. HIGH SCHOOL COURSES

Career English (Sheridan)
Career Math (2-Hallandale and Sheridan)
Computer Math
Human Relations: A Social Studies Course for the Basic Ninth-Year Student
Industrial Arts (The World of Manufacturing)
The Media Center as a Career Education Resource
Practical Career Science

III. SUPPLEMENTAL GUIDES

Career Education Buyers' Guide for Audio-Visual Materials
Career Education Resource Guide fo 16MM Films
Field Trips for School Children
Career Education Reading Guides (Elementary-and Middle-School Levels)
Career Education High Intensity Reading Guides (Intermediate)

Air Transportation
Banking
Circus
Construction
Farming
FishMarket and Cosmetic Buying
Food Services
Forestry
Health Occupations
Hotels-Recreation
Manufacturing
Newspaper
Oceanography
Pet Care-Wig Care
Postal Services

Career Education Resource Guide for Instructional Television Careers into Curriculum.

APPENDIX C
STATISTICAL SUMMARY
Dunedin Senior High School
May/June 1976

	Monthly Totals	Totals to Date 8/75 - 6/76
CONTACTS:		
Students	495	2,513
Postgraduates	13	58
Withdrawals	2	9
Total Contacts	510	2,580
JOB ORDERS:		
Called In	14	138
Jobs Developed	28	143
Total Job Orders	42	281
Referred to FSES	20	53
REFERRALS:		
From Microfiche	20	58
From Jobs Called In - Developed	104	392
Educational Referrals	32	71
Military Referrals	9	13
Total Referrals	165	534
PLACEMENTS:		
From Jobs Developed	52	445
From Called-In Job Orders	18	100
Educational Placements	20	29
Military Placements	9	19
From Microfiche	9	44
Total Placements	108	637

APPENDIX D
STUDENT PLACEMENT SERVICES
DUNEDIN SENIOR HIGH SCHOOL
VTAE EMPLOYER FOLLOW-UP SURVEY RESPONSES

SUMMARY

Total Mailed	84
Total Returns	55
Percent of Returns	65%

1. IS THE ABOVE NAMES PERSON PRESENTLY IN YOUR EMPLOY?

Yes - If yes, go to Question 3.	40	75%
No	14	25%
Total Responses	54	

2. IF NO, WAS THIS PERSON EVER EMPLOYED BY YOUR ORGANIZATION?

Yes	12	92%
No - If No, go to Question 12.	1	07%
Total Responses	13	

3. WHAT IS THE AMOUNT OF WORK PERFORMED BY THIS PERSON? (Check one answer.)

Above average	18	33%
Average	34	64%
Below average	-	-
Very low or insignificant	1	01%
Total Responses	53	

4. WHAT IS THE QUALITY OF THIS PERSON'S WORK?

Consistently high	21	39%
Generally acceptable	29	54%
Not always acceptable	3	05%
Total Responses	53	

5. DOES THIS PERSON APPEAR TO HAVE DIFFICULTY IN FOLLOWING PRESCRIBED WORK PROCEDURES?

Yes	2	03%
No	44	83%
Sometimes	7	13%
Total Responses	53	

6. HOW DOES THIS PERSON ADAPT HIMSELF TO DIFFERENT WORK ASSIGNMENTS?

Adapts easily	43	81%
Adapts, but with some difficulty	10	18%
Has great difficulty in adapting	-	-
Total Responses	53	

7. HOW MUCH SUPERVISION DOES THIS PERSON REQUIRE TO PERFORM HIS JOB?

Little or no supervision	23	44%
About the average amount	28	53%
A great deal of supervision	1	01%
Total Responses	52	

8. HOW MUCH INTEREST DOES THIS PERSON TAKE IN HIS WORK?

A great deal	27	51%
About the average amount	22	42%
Little or no interest	3	05%
Total Responses	52	

9. HOW DOES THIS PERSON REACT TO CONSTRUCTIVE CRITICISM?

Reacts positively	46	90%
Indifferently	4	07%
Reacts negatively	1	01%
Total Responses	51	

10. GENERALLY, DOES THIS PERSON APPEAR TO WORK WELL WITH OTHERS?

Yes	51	98%
No	1	01%
Total Responses	52	

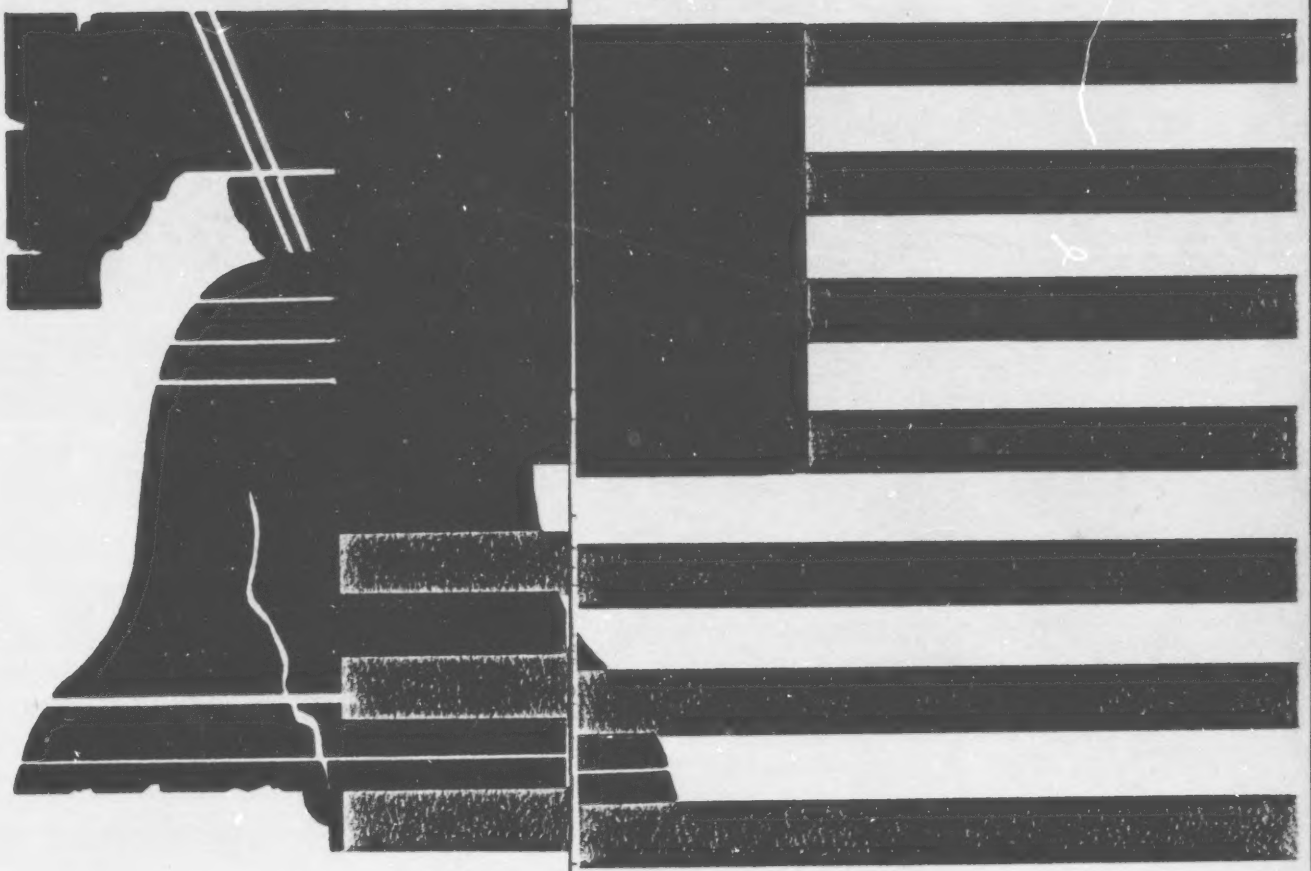
11. DO YOU FEEL THIS PERSON IS CAPABLE OF ADVANCEMENT?

Yes	45	88%
No	6	11%
Total Responses	51	

12. PLEASE LIST ANY SUGGESTIONS FOR IMPROVING VOCATIONAL EDUCATION IN FLORIDA.

Yes	17	30%
Total Responses	17	

career education....



broward orange pinellas

A Comprehensive Senior High School Career Education Model

Broward-Orange-Pinellas School Districts

Introduction

An operational model for a comprehensive program of career education at the high school level has been developed and operationalized in the Broward-Orange-Pinellas County demonstration consortium.

This model incorporates the eight elements developed through the Comprehensive Career Education Model at the Ohio State University (career awareness, educational awareness, economic awareness, beginning competency -- redefined to mean subject area skills, self-awareness, decision-making, attitudes and appreciation and employability skills) and a ninth element, salable skills.

Because students will eventually enter high school with a backlog of career awareness and exploration experiences from the elementary and middle/junior high school years, the model reflects the diminishing need for such experiences at grades eleven and twelve and the increasing need for salable skill alternatives.

Each component of the model is briefly described as follows:

1. Career Exploration through the Subject Areas.

   Career exploration activities which focus upon career clusters and the eight career elements are incorporated, as appropriate, into existing curricula for all subject areas in general, vocational, and exceptional child education.

2. Alternatives for Probable Dropouts.

   Effort is directed to the provision of specialized

programs for the probable dropout. Such programs are geared to improving students' attitudes toward school, work, and society, and preparing students for entry into the world of work; they focus upon basic reading, communication, and computation skills; exploration of career opportunities; employability skills; and on-the-job training. Examples include the Work Experience Program offered through Vocational, Technical and Adult Education, internal alternative programs developed by individual schools, and alternative schools established by the district.

3. Alternatives for Salable Skills.

The ultimate goal of career education at the high school level is to enable each student to exit school with a salable skill -- that is, the skill necessary to perform a selected entry-level job. Salable skills may be required through completion of a course or courses in general, vocational or exceptional child education programs or through actual employment experience. Alternatives identified in the model include the following:

a. Vocational Education - Vocational education programs are designed to prepare students for employment offered within all high schools and at area centers, they include:

1. Agriculture Education
2. Business Education
3. Distributive Education

4. *Diversified Education*

5. *Health Occupations Education*

6. *Home Economics Education*

7. *Industrial Education*

8. *Job Entry, a program established by State Law and State Board of Education Regulations to provide on-the-job training for gainful employment for selected twelfth-year students. Students receive credit for on-the-job training on the basis of one credit for each 288 hours of successful work. They may earn a minimum of three, and a maximum of five credits to fulfill requirements for graduation.*

b. *Specialized Experiences - Specialized Experiences is a term used to designate salable skills-oriented experiences which are not technically categorized as "Vocational." Such experiences include, but are not limited to, the following:*

1. *Courses or programs which are related to career clusters (e.g., education or the performing arts).*

2. *Specialized courses which are offered in the general education area (e.g., commercial art, computer math, journalism, and athletic training).*

3. *Sequences of job-entry activities which are incorporated in existing general and exceptional child education programs (e.g., biological aide - ecology, scientific helper - science, accompanist -*

music, and recreational leader - physical education).

c. Employer-Based Programs - Through employer-based programs, students are provided opportunities for short-or-long term placement at employer sites for career exploration and, ultimately, career preparation. Such programs include Executive High School Internships of America and Community-Based Career Education. Executive High School Internships of America is a nationally coordinated program to enable eleventh and twelfth-year students to take a one-semester sabbatical from their regular school program to serve as special assistants to senior officials in government, private, nonprofit agencies, civic organizations, educational and cultural institutions, business, and industry. Students spend four days a week with their sponsors and participate in a weekly seminar on urban policy development and administration. Required to keep daily logs of activities and to present projects to their high schools at the end of the semester, students receive full academic credit for their participation. Community-Based Career Education (C.B.C.E.)* is a program designed to give students of varying abilities and interest the opportunity to explore career opportunities through placement at community sites. Students will

* This program is based upon models developed and implemented in Charleston, West Virginia; Philadelphia, Pennsylvania; Portland, Oregon; and Oakland, California.

spend varying periods of time at the site, and at the home-base school. When at the site, students will work with a designated resource person. For the academic portion of their program, students will work at school with a C.B.C.E. learning coordinator who will be responsible for their total program and have contact with them on the site locations. Students will spend short exploratory periods of time at many community sites for an overview; as interest in a particular site develops, a longer period of time at the site will be scheduled. This can lead students to development of salable skills for specific careers. The program is designated to provide students with:

1. on-site experiences related to career awareness and exploration; and
2. basic subject area activities related to on-site experiences, self-awareness, decision-making, attitude-building, and employability skills.

Students will earn academic credits for participation.

d. Leisure Time Activities - In their leisure time, students participate in a variety of activities that are career-oriented -- for example, tennis, golf, swimming, or other athletic activities; dancing, music, art, or other cultural experiences; and such special projects as work in their fathers' or their own workshops, or participation in a soap box derby. While most of these

experiences relate to career exploration, they offer the potential for salable skills. Schools are encouraged to develop a system for documenting students' participation in such activities.

e. Community Services - Through a school-board-approved social studies course, students will work with community agencies and gain experience in public affairs and human relations. They will explore first-hand varied career opportunities and may be able to develop a salable skill: Through such activities as volunteer work and participation in school service clubs, students are also involved in community service. Schools are encouraged to develop a system for documenting students' participation.

f. Early Completion - As requirements for graduation dimish and as school systems implement the year-round school concept, students are increasingly able to complete high school early and to have access to such avenues for salable skills as the following:

1. Community college, university, and other post-secondary institutions.
2. Community school.
3. Adult education.
4. Part-time school.
5. Apprenticeship training programs.
6. Military service.

4. Guidance

The guidance component of the model is designed to

provide students with experiences related to self-awareness, decision-making, and career planning. The approach is two-fold:

a. Counselors and occupational specialists* work with students to help them examine and evaluate their abilities, achievements, interests, temperaments, and values in relation to career areas and acquire decision-making skills for choosing career options, changing career directions and planning for the realization of personal career goals.

b. Counselors and occupational specialists work with teachers to help them develop strategies for incorporating self-awareness, decision-making, value-clarification, occupational information, and employability skills in their subject area activities.

5. Resources

Throughout all components of the model, all of the appropriate, available human and material resources of the school district, the community, the state, and the nation are brought to bear upon the individual student. Processes for ut[illegible]zation of resources include the establishment of a school career center, where all

* Personnel with work experience outside the field of education who have been funded by the state legislature to work with students and school staff in the following areas: occupational information, decision-making, communication skills, standardized testing, potential dropouts, placement and follow-up. Each county has at least one per high school.

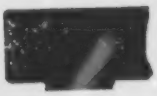
career-oriented materials are located; organization of a career day or career week; scheduling of presentations by guest speakers; and provisions for field trips and shadowing experiences.

6. Placement and Follow-up

In accordance with State Law and State Board of Education Regulations, placement and follow-up services are provided to all students graduating from or leaving high school. Placement services are geared to assist students in obtaining and maintaining employment, continuing education, or engaging in a combination of employment and further education. Follow-up studies are designed to determine the effectiveness and adequacy of instructional programs and to form the base for curriculum revision. Services are coordinated at the district level by a designated administrator, and are implemented at the school level by the occupational specialist, or by a team composed of the occupational specialist, a counselor, and other appropriate staff. Placement efforts are conducted in cooperation with the Florida State Employment Service, which shares its job bank through daily circulation of microfiche to each high school.

Individual District Contact Persons:

Broward County



Mrs. Anne McMichael
Walker Annex
1001 NW 4 Street
Ft. Lauderdale, FL 33311
305 - 765-6480

Orange County

Mr. Robert Megow
410 Woods Avenue
Orlando, FL 32805
305 - 841-7546

Pinellas County

Mrs. Myrtle Hunt
3230 - 9 Avenue South
St. Petersburg, FL 33712
813 - 895-3671

BROWARD

ORANGE

PINELLAS

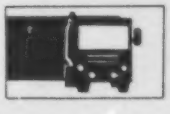
CAREER EDUCATION CONSORTIUM EFFORT

CAREER EDUCATION CONSORTIUM EFFORT

Through funding from the U.S. Office of Education, three Florida school districts — Broward, Orange, and Pinellas — have formed a consortium for demonstrating the most effective methods and techniques in career education at the high-school level. In each of the districts, one high school has been selected to serve as a demonstration center. The consortium effort is directed to:

1) Demonstrating immediately career education components presently operable in the centers.
2) Drawing to these centers needed components operable in other schools in the districts and other districts in the state and nation so that a comprehensive program is demonstrable in all centers.
3) Disseminating information concerning the consortium and the centers to other school districts in the state and nation.
4) Providing interested local, state, and national educators with opportunities to visit the demonstration centers, see career education components in operation, and talk with involved administrators, teachers, and students.

At the centers, demonstration activities are based upon a comprehensive operational model for career education which provides:

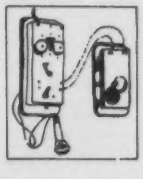


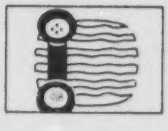
1] Career awareness and exploration experiences for all students, 9—12.

Career exploration activities which focus upon career clusters and the eight career elements are incorporated as appropriate into existing curricula for all subject areas in general, vocational, and exceptional child education.

2] Alternative salable skills oriented program for probable dropouts, 9—11.

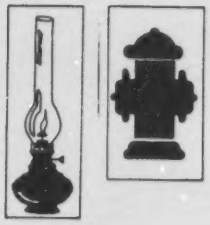
Such programs are geared to improving students' attitudes toward school, work, and society and preparing students for entry into the world of work; they focus upon basic reading, communication, and computation skills; exploration of career opportunities; employability skills; and on-the-job training.





3] Salable skills experience for all students, 11—12.

The ultimate goal of career education at the high school level is to enable each student to exit school with a salable skill — that is, the skill necessary to perform a selected entry-level job. Salable skills may be acquired through completion of a course or courses in general, vocational, or exceptional child education programs or through actual employment experience. Alternatives include vocational educational, specialized experiences in general and exceptional child education, employer-based programs, leisure-time activities, community service, and early completion.



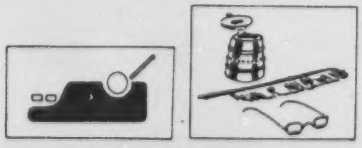
4] Guidance and counseling concurrent with instruction and skills development for all students, 9—12.

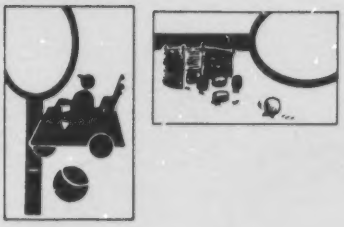
Counselors and occupational specialists work with students to help them to examine and evaluate their abilities, achievements, interests, temperaments, and values in relation to career areas and to acquire decision-making skills for choosing career options, changing career directions, and planning for the realization of personal career goals.

Counselors and occupational specialists work with teachers to help them to develop strategies for incorporating self-awareness, decision-making, values-clarification, occupational information, and employability skills in their subject area activities.

5] Avenues for utilitization of the material and human resources of the school and community for all students, 9—12.

Processes for utilization of resources include the establishment of a school career center, where all career-oriented materials are located; organization of a career day or career week; scheduling of presentation by guest speakers; and provisions for field trips and shadowing experiences.



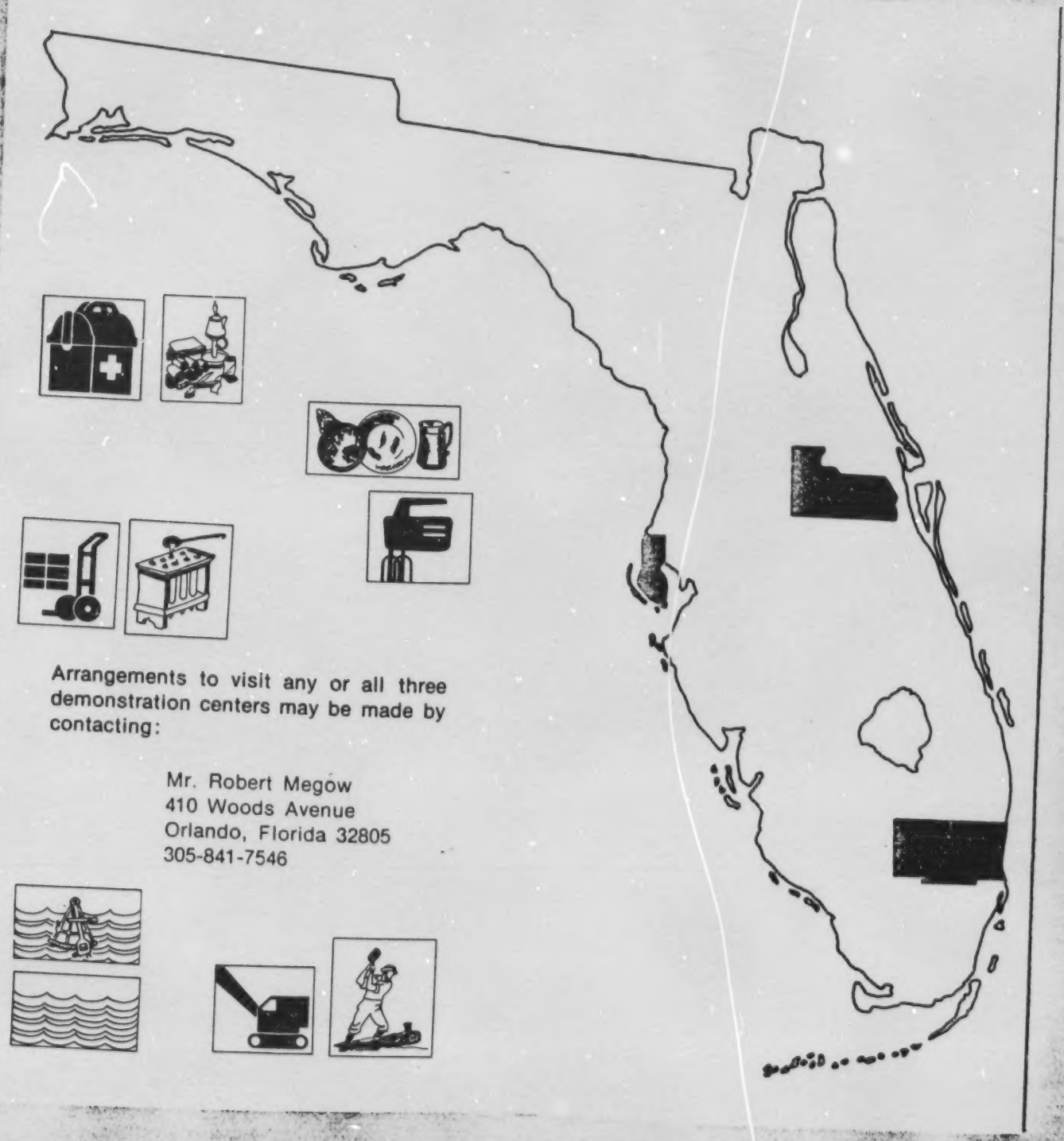


6] Placement and follow-up services for all school graduates and leavers, 9—12.

In accordance with Florida State Law and State Board of Education Regulations, placement and follow-up services are provided to all students graduating from or leaving high school. Placement services are geared to assisting students in obtaining and maintaining employment, continuing education, or engaging in a combination of employment and further education. Follow-up studies are designed to determine the effectiveness and adequacy of instructional programs and to form the base for curriculum revision.

While the consortium effort focuses primarily upon career education at the high-school level, each of the participating school districts has in operation comprehensive models for career education at the elementary and middle/junior high-school levels. Therefore, visitors have the opportunity to view an articulated program of career education, kindergarten through the adult years.

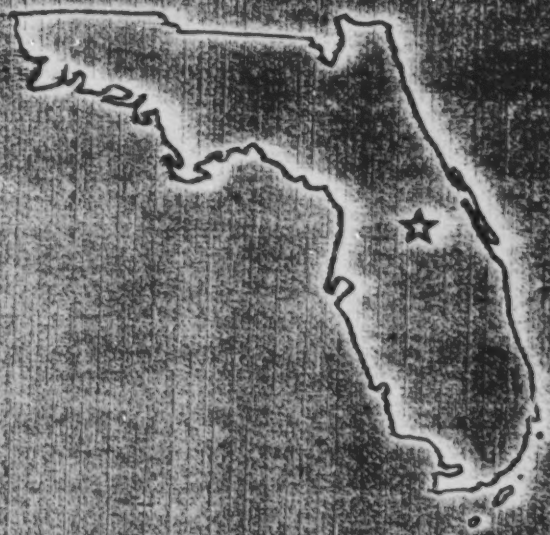
Because of the districts' proximity to each other, it is possible for visitors to see all demonstration centers in the course of three or four days. As indicated on the map, Orange County is located in the center of the state and is easily accessible by automobile via interstate highways 75, 4, and 95 and the Florida Turnpike. Pinellas County is located one hundred miles southwest of Orange County and is served by interstate highways 75 and 4. Broward County is approximately two hundred miles southeast of Orange County and is accessible by interstate 75 and the Florida Turnpike. All three counties are served by major airport facilities.



Arrangements to visit any or all three demonstration centers may be made by contacting:

Mr. Robert Megow
410 Woods Avenue
Orlando, Florida 32805
305-841-7546

THE COMMUNITY BASED CLASSROOM



ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

ORANGE COUNTY PUBLIC SCHOOLS
DR. L. LINTON DECK, JR., Superintendent

THE COMMUNITY BASED CLASSROOM

Our Country is 200 years old, but did you know that Career Education is even older! Yesterday's trades were handed down from father to son by actual hands on experience. They learned by working side by side with their parents — at the store, cash register, in the field, and at home. The entire community was the school. Learning, working and living were not separate worlds.

The Orange County Career Development Program would like to invite you to participate in an OLD concept.

Our Community Resource Bank will help merge academic, vocational and general education into a program for total learning that makes maximum use of community resources and its people. By providing students with relevant experiences in a variety of everyday life and work settings, the Community Resource Bank will help young people, and you are a vital link.

Occupational specialists serve as liaisons between Orange County Public Schools and you, the business community. From kindergarten through post-secondary and adult levels, the Occupational Specialists provide coordination, materials, job placement, information on careers, and contacts through community resources. We would like to help you; will you help us?

Our forefathers knew what career education was all about; now let's bring it up to date! Here are a few of the ways you can help mold today's curious student into tomorrow's qualified employee.

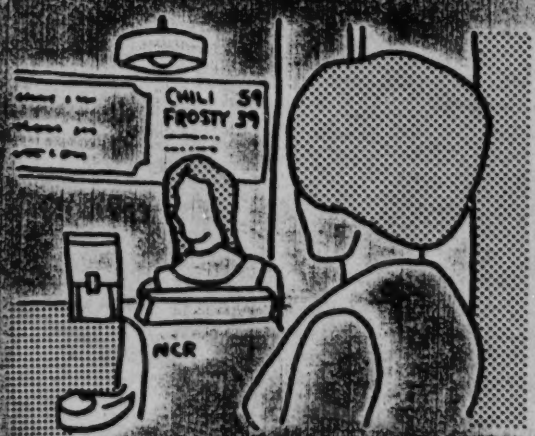
1) FIELD EXPERIENCES:
Want a chance to tell your story? We have students interested in you and your business. The field experience will give students the opportunity to explore your business facility and see for themselves the various areas of specialization you have to offer.

2) RESOURCE PEOPLE:
Don't miss your golden opportunity to come and tell it like it is! We need people like you to enhance classroom activities by speaking on your particular educational background, technical training, actual business experiences--it's rewards and shortcomings--by learning what is relevant, what they can expect and what will be required of them.

3) JOB SHADOWING:
Students who only have vague notions of the "real world," and would like to explore career options through direct experience are given the opportunity for one-day placement at a job site for career exploration and eventually career preparation. Job shadowing assists the student in discovering that the "adult world" is not simply an "establishment," but is made up of many different people who have their own goals, values and personal characteristics.

4) COMMUNITY BASED CAREER EDUCATION:
The aim of the Community Based Career Education program is to give high school students an opportunity to ex-

plore career options through placement at various community job sites. Students will spend the equivalent of four days a week at th site on a non-paid basis and one day at the home-base school. On the job site the student will follow the regular work day schedule and will work with a designated resource person. The academic portion of their program will be at school with a C.B.C.E. coordinator who will be responsible for their total program and have contact with them on the site location. In the process, students obtain academic credit, learn much about who they are and what they want to become and master some of the skills they will need to negotiate successfully the world of adult living in today's society!



5) PART-TIME EMPLOYMENT:
Many students are seeking part-time employment for gainful experiences which may benefit them upon graduation. Remember your first job?

6) FULL-TIME EMPLOYMENT:
The ultimate goal of career education is the full-time placement of our students. Please consider them for employment opportunities. May we refer students to you for possible employment?

7) JOB DEVELOPMENT:
The occupational specialist will work directly with employers to help develop job possibilities currently not in existence. We are here to serve you now. Let's work together!

Pernaps the most pressing problem facing education today is the widening gap between school and the world of work. Direct experience with adults as they perform their daily activities is the key to the Community Based Classroom concept.

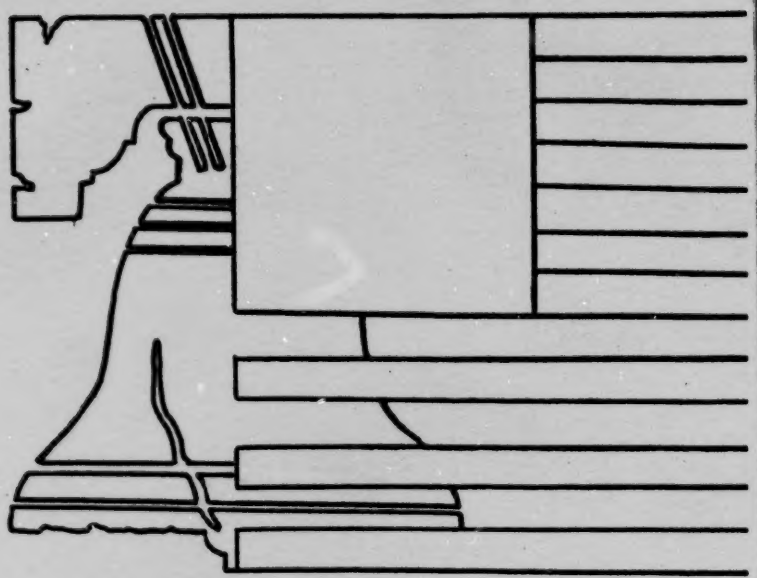
The program is new, but the idea behind it is as old as apprenticeship—the learning method used since man first discovered the need to pass on technical know-how, social skills and human understanding. In a sense, the Community Based Classroom looks back to a time when the entire community shared in the responsibility of opening the door to adulthood.

Now, let's look to the future to upgrade the quality of education by using a wide range of our community resources. We need you to be part of a student's total learning experience!

R. S. MEGOW — DIRECTOR
W. K. RIPLEY — PROGRAM COORDINATOR
R. G. ROBISON — PLACEMENT & FOLLOW-UP
B. ZUCCA — GUIDANCE

FOR FURTHER INFORMATION CONTACT:
BOB JONES
410 WOODS AVE.
ORLANDO, FLA. 32805
PHONE: 849-6450 EXT. 325 OR 326

VISITORS PLANNING QUESTIONNAIRE



BROWARD
ORANGE
PINELLAS

CAREER EDUCATION
CONSORTIUM EFFORT

Career Education High School Demonstration Project

Visitors Planning Questionnaire

WELCOME TO THE FLORIDA HIGH SCHOOL DEMONSTRATION CONSORTIUM.

Broward, Orange and Pinellas School Districts

This is a list of the Career Education components which are being demonstrated at the Broward, Orange and Pinellas projects. In order that we may be able to serve your most critical needs while you are in Florida, please circle the B, O, or P next to the components which interest you most. Circle B if you wish to review that component in Broward County; circle O for Orange County, or P if you wish to see the component demonstrated in Pinellas County. If you desire to view particular components in more than one of the districts, then circle any combination of B, O, P.

Please complete this form and send it to the school district which you will VISIT FIRST at least 14 days before your anticipated arrival.

Thank you

Mrs. Anne McMichael
Broward County Career
Education Project
1001 NW 4th Street
Fort Lauderdale, Florida
33301

Mrs. Myrtle Hunt
Pinellas County Career
Education Project
3230 Ninth Avenue South
St. Petersburg, Florida
33712

Mr. Bob Megow
Orange County Career Education Project
410 Woods Avenue
Orlando, Florida 32805

Name_____

Mailing Address_____

Zip Code_____Telephone_____

I am: An Administrator_____ A Teacher_____ A Counselor_____

An Occupational Specialist_____ Other_____

Speciality Area(s)_____

_____

Other Comments_____

_____

COMPONENT I - CAREER AWARENESS AND EXPLORATION EXPERIENCES FOR ALL STUDENTS

B O P Relating occupations to all academic disciplines through the 8 elements and occupational clusters. (This component utilizes Component V - material and human resources.)

COMPONENT II - ALTERNATIVE SALABLE SKILLS ORIENTED PROGRAM FOR PROBABLE DROPOUTS

A. In-school alternatives

B O P 1. Work experience

P 2. Time out room

B O P 3. Part-time placement

B O P 4. Employability skills

B O P 5. Individualized instruction in the basic skills

B O P 6. Career exploration

B. External alternatives

B O P 1. Area vocational centers

B O P 2. Adult day schools

B O P 3. Adult evening schools

B O P 4. Youth development centers

a. For students with drug related problems

b. For students with disruptive behavior problems

COMPONENT III - SALABLE SKILLS EXPERIENCES FOR ALL STUDENTS

A. Vocational education

B O P 1. Industrial

B O P 2. Home Economics

B O P 3. Health

B O P 4. Agriculture

B O P 5. Business

B O P 6. Distributive

B O P 7. Diversified

B O P 8. Job Entry

B. Specialized experiences

B O P 1. Through academic subject areas

B O P 2. Through special courses or programs, e.g.

a. Computer math

b. Creative writing

c. Performing arts

B O P 3. Through exceptional child education

B O P C. Leisure time activities and hobbies (Developmental and not demonstrable at this time)

B O P D. Community service activities, e.g. Health or Recreation aides (Developmental and not demonstrable at this time)

E. Employer-based programs

B O P 1. Community-based career education

O P 2. Executive high school internship

B O P F. Early completion of high school

COMPONENT IV - GUIDANCE AND COUNSELING CONCURRENT WITH INSTRUCTION AND SKILLS DEVELOPMENT FOR ALL STUDENTS (Counselors and Occupational Specialists)

A. Individual and small group discussions

B O P 1. Positive attitudes toward work and careers

B O P 2. Role playing to develop occupational self concept

B	O	P		3. Job experiences
	O	P		4. VEG (Vocational Exploratory Group)
B	O	P		5. Employability skills
B	O	P	B.	Career testing
			C.	Incorporating guidance activities into the classroom
B	O	P		1. Self awareness
B	O	P		2. Decision making
B	O	P		3. Values clarification
B	O	P		4. Employability skills
B			D.	Teacher Advisor System
B	O	P	E.	College/career day or night
B	O		F.	Identification and referrals of probable dropouts

COMPONENT V - AVENUES FOR UTILIZATION OF THE MATERIAL AND HUMAN RESOURCES OF THE SCHOOL AND COMMUNITY FOR ALL STUDENTS

			A.	Instructional Materials
	O			1. Pink Packs by academic subjects for teachers and students
	O			2. Orange Packs by vocational skills for teachers and students
	O	P		3. Career-related learning activity packages for students
B	O	P		4. Supplementary materials
		P		5. Skinny books (about careers at low reading levels)
		P		6. Career activities by subject (accredited) by grade level, by elements, by cluster (Career Activity Bank)
B				7. Teacher resource guides
B				8. Career courses
B	O	P		9. Media/Materials Guide
B		P		10. Buyers Guide
			B.	Career education resource centers
B	O	P		1. Media Center - audio/visual libraries
B	O	P		2. Placement Information Center
B	O	P		3. Guidance Center
			C.	Student-worker contacts
B	O	P		1. Community Resource Bank
				a. Guest speakers from industry, business, colleges, technical schools who talk to students
				b. Field trips
				c. Shadowing programs
				d. Career days, weeks or mini-career days
				e. Employer-Based Career Education sites
		P		2. Program to increase minority engineering graduates
	O		D.	Career displays
B	O	P	E.	Project VIEW (Vital Information for Education and Work)

COMPONENT VI - PLACEMENT AND FOLLOW-UP SERVICES FOR ALL SCHOOL GRADUATES AND LEAVERS (Counselors and Occupational Specialists)

			A.	Placement contacts
B	O	P		1. Students
B	O	P		2. Graduates
B	O	P		3. Dropouts
			B.	Job orders, referrals and placement
B	O	P		1. Jobs developed by Placement Follow-Up Coordinator (PFU)

B O P 2. Jobs called in by employers

B O P 3. Jobs referred from Florida State Employment Service on microfiche

C. Follow-Up system

B O P 1. Senior survey

a. January graduates

b. June graduates

B O P 2. Annual follow-up of all exiting students

B O P 3. Annual follow-up of all employers

D. Labor market information update

B O P 1. Jobs available

B O P 2. Salary range

B O P 3. Education/training required

a. Florida VIEW deck

b. Job-O

c. State Department of Commerce Bulletin "Opportunity for work in principal areas of Florida" (Employment security bureau)

SUPPORTIVE ACTIVITY - STAFF DEVELOPMENT

A. Programs

B O P 1. Orientation to career education

B O P 2. Materials development

B 3. Resource center development

B O P 4. Career exploration through subject areas

B O P 5. Guidance strategies

O P 6. Occupational specialist training program

O P 7. Communication skills

P 8. Intern program

B O P 9. Employability skills

B 10. Academic career games

B. Possible Audiences

B O P 1. Administrators

B O P 2. Teachers

B O P 3. Counselors

B O P 4. Occupational specialists

B O P 5. District staff

B O P 6. Librarians and media specialists

SUPPORTIVE ACTIVITY - COMMUNITY-SCHOOL COORDINATION AND MANAGEMENT

A. Communication System

B O P 1. Steering committees

a. Inter-district

b. Intra-district

c. School level

B	O	P	2. Task forces
			a. Inter-district
			b. Intra-district
			c. School level
	O	P	3. Advisory committees
B	O	P	4. Public information programs
			a. Brochures
			b. Newsletters
			c. Mass Media
			B. Community Involvement
B	O	P	1. Attitude survey
B	O	P	2. Parent-teacher organization
B	O	P	3. Civic, business and government organizations
			C. Staffing
		P	1. COST (Counselor, Occupational Specialist, Teacher Teams for shared accountability of student performance)
B	O	P	2. Role Identifications

APPENDIX F

1. Blank
2. Title

(MUSIC - In and under titles and narration)

3. Graduation! Students with diplomas. Students with high hopes.
4. Students as Theresa and John, who are headed for college.
5. Good all around students as Ken and Betsy, who can opt for college, a job, or both.
6. And Jim. A student who can do almost anything with his hands and loves it.
7. Yes, students with different personalities and talents, different performance levels, inside and outside the classroom.
8. But students with a common asset: a salable skill they can take with them into the outside world.
9. Students who can successfully enter the labor market, students qualified for further training and education.

(MUSIC - Out)

10. Three Florida Counties -- Orange, Pinellas and Broward, have helped make all this a reality.
11. Supported by Federal Funding, these counties formed a consortium to implement and demonstrate the most effective career education methods at the high school level.
12. A single high school in each district was selected to serve as a demonstration center.
13. The consortium examined what previously existed and then installed new processes and programs.

14. It took into account the talents and interests of all students.
15. To make the plan work, each district drew upon the material and human resources of the school and the community . . . .
16. Classroom teachers, Occupational Specialists, Counselors, Media Specialists, Administrators, Clerks and Others.
17. Business, industrial and civic leaders to discuss career areas and to provide job information.
18. They all worked together to make the program realistic and meaningful for all students.
19. To achieve this goal the consortium adopted a career education model with six basic components.
20. Career exploration through all subject areas. Alternatives for probable drop-outs.
21. Alternatives for Salable Skills, Guidance and Counseling.
22. Resources, Placement and Follow-Up.
23. Career Exploration Through All Subject Areas, is designed to give all students opportunities to explore a multitude of careers.
24. While at the same time learning and relating academic skills, giving each subject area new meaning.
25. The occupational clusters and 8 career elements are incorporated, where appropriate, into the curricula for all subject areas -- general, vocational and exceptional student.
26. Special staff development sessions help prepare classroom teachers for the new instructional approach.
27. Supporting the implementation are the administrator for curriculum and instruction, the occupational specialist and the career education project staff.

28. The actual approach used by each teacher will vary. For example --

29. A language arts teacher may decide to teach subject area skills through investigation of careers in a newspaper.

30. Using a teacher-developed curriculum, a series of career-oriented activities is planned, and conducted as a part of the established program.

31. Typical activities may include a brief introduction to the career field.

32. At a local newspaper they observe how the operation of a newspaper depends on many jobs.

33. Resource speakers from the newspaper provide more detailed information about specific jobs.

34. An assignment to research newspaper occupations of their choice reinforces what the students already have learned.

35. To sharpen their writing skills they prepare articles for a newspaper layout.

36. They strengthen oral communication skills by interviewing members of the school staff and community to gather information for their articles.

37. Other skills are learned. As students discuss that a successful newspaper is no stronger than its weakest link, they learn an important lesson in economic awareness.

38. Poor circulation and news coverage affects advertising sales.

39. Poor advertising sales, not enough money to pay the bills. Poor management and the business fails. The result to the student -- an appreciation that every job can be important.

40. The Alternatives for Probable Drop-outs Program . . . .

41. . . . . was tailored for Jim and others like him.

42. His bag is mechanics, not academics. Give him a wrench and he is happy.

43. A History book and he goes to sleep. Until recently schools made little effort to keep him and others like him in school after the 10th grade.

44. But under the consortium's model this has changed. Many earn diplomas. And most leave school prepared to enter the labor market.

45. Through the alternative program, Jim attended classes in the morning. His curriculum was individualized, and included basic reading, basic math, employability skills, and career exploration.

46. In the afternoon he worked on a job he enjoyed . . . .

47. . . . . one through which he gained self-confidence and became competent.

48. Special seminars helped him develop a positive attitude and the ability to deal with people, preparing him for entry into the world of work.

49. The result: for Jim, a diploma and a job. For the community, another valuable and productive citizen.

50. Alternatives for Salable Skills, the ultimate goal of career education, offers many options.

51. Some are on-going programs such as vocational education. While others have been identified and further developed by the consortium, such as specialized experiences.

52. These experiences, such as computer math, may be gained through either a singular non-vocational course . . . .

53. . . . . or through a combination of courses requiring a sophisticated testing and management system.

54. For Ken, this process provided the salable skill of biological aide.

55. Before entering high school Ken and his classmates were interviewed and tested to determine their temperaments, interests, abilities and values.

56. The results pointed to several occupational areas in which Ken could successfully develop a salable skill.

57. His counselor, teacher advisor, and the occupational specialist helped him lay out a course schedule that would lead to certification as a biological aide.

58. He learned to test water and soil samples in a science lab.

59. And eventually practiced these skills at a local environmental center.

60. To broaden his knowledge, he took courses in general education, such as ecology, composition and math.

61. Theresa's case was different . . . . she went into community based career education . . . . a third salable skill alternative.

62. C.B.C.E. provides in-depth career exploration as well as an opportunity to gain a salable skill.

63. The program is designed for students like Theresa, who was sure her major interest was ophthalmology, but was unsure as to the specific occupation.

64. As a C.B.C.E. student, she and the learning coordinator developed her individual program goals, resulting in an assigned project which included basic subject area skills.

65. She spent considerable time at community sites exploring various phases of ophthalmology.

66. At a local hospital, she explored the anatomy of the eye.

67. An optometrist opened up another area for consideration . . . . diagnosis.

68. And, at an optical company she explored related careers and actually learned a salable skill . . . . the ability to polish lenses.

69. She attended seminars, conducted by the learning coordinator, dealing with employability skills, values and decision making.

70. Research at the public library reinforced the practical knowledge she had acquired through on-site explorations.

71. All these experiences . . . . on-site exploration, library research and the seminars provided information for her project and helped Theresa better understand her chosen career field.

72. Leisure time activities is still another area identified as a possible means for gaining a salable skill.

73. In sports, for instance, options include such areas as umpiring and score keeping.

74. In the cultural sector it can include drama, the dance, music or painting; experiences which may be gained from academic classes, community activities or both.

75. Betsy's interests lie in health, and community service . . . . another opportunity to gain a salable skill. She helped the school nurse . . . .

76. . . . . and later served as a candy striper in a local hospital.

77. In the hospital lab she watched a technician analyze blood samples and assisted with odd tasks.

78. In school, she concentrated on physical sciences for the day when she would enter professional training.

79. John chose another alternative -- early completion.

80. His forte was finance, which he discovered after various exploratory activities, including a day job shadowing at a bank.

81. As a result of these experiences, John withdrew money from his savings and bought a share of stock recommended by a bank officer.

82. He began to read the financial pages, noting stock fluctuations and real estate transactions.

83. He took college entrance courses, finishing all required subjects during the first semester of his senior year.

84. John then entered the early enrollment program, allowing him to take college courses while still a high school senior.

85. Ken, Theresa, Betsy and John, each with a certified salable skill, each earned through a different approach.

86. The guidance and counseling component plays a major role in the model, affecting the future of all students.

87. Counselors help direct students such as Ken into programs and situations where they can learn a salable skill.

88. Through small group discussions counselors reinforce the necessity of employability skills, decision making and other life skills.

89. They assist classroom teachers in incorporating guidance techniques in the classroom, bringing about a more student-oriented teaching approach.

90. And by steering potential drop-outs such as Jim into suitable programs individual talents and abilities are recognized and used.

91. All the resources of the school and community are identified and used throughout the model.

92. In a career center, printed and audio visual materials are available, providing all the necessary information about a particular job.

93. It's all there . . . . on tapes, in filmstrips and books, even on microfishe . . . .

94. The student finds out what the prospects are for a job, the education and the training required, starting pay and working conditions . . . .

95. . . . . and the type of person best suited for the job . . . . everything necessary to help the student make a wise career choice.

96. This component also includes the organization and utilization of community resources . . . .

97. Scheduling field trips and guest speakers.

98. In-depth exploration through job shadowing or C.B.C.E.

99. And discussions with technical and college representatives.

100. Even teachers get in the act -- job shadowing for a day.

101. Placement services and follow-up studies are provided all students before they exit school.

102. Both full-time and part-time employment opportunity information is listed in the school placement center.

103. Actual assistance in securing a job is provided by the occupational specialist.

104. Career education also keeps tabs on all graduates and leavers. Follow-up studies ask them to evaluate their educational experiences.

105. This information is then used to up-date and improve class offerings.

106. Though not identified as a component of the consortium's model, evaluation plays a key role.

107. An external evaluation system is provided through EPIC, Educational Progress in Careers.

108. EPIC is an affiliate of the Florida Council of 100, a committee of leading business executives, acting in an advisory capacity to the Governor.

109. Instruments, designed to collect both process and student product data, have been developed and validated.

110. Data is collected annually, using both pre/post and experimental control situations.

111. The information is then analyzed and used to further refine the consortium's model.

112. The model in most cases is achieving its goal . . . . increasing each student's understanding of the relationship between school and work.

113. But it is going beyond that. It is developing many life skills in the students.

114. It helps young adults understand their own behavior and how their attitudes affect others.

115. It gives them self-confidence and an awareness of their place in the world.

MUSIC - In and Under Narration

116. It helped Jim find a place for himself in work that he enjoyed.

117. It provided Ken and Betsy with options . . . . a career of their choice . . . . the possibility of a college education or both.

118. And it placed Theresa and John in a climate where they could develop their outstanding talents to the fullest.

MUSIC UP AND UNDER FOUR CREDIT TITLES.

EVALUATION ACTION PLAN
DEMONSTRATION CONSORTIUM

APPENDIX G

Student Product Objectives

Objective No.	Criteria	Instrument(s)	Tasks	Person(s) Responsible	Status
1	Identify Occupations	Identifying Occupations	1. Develop instrument 2. Validate instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	In Process Completed Scheduled for March, 1976
2a	Identify Work Skills	Identifying Vocational and Academic Work Skill used in Selected Occupations	1. Develop instrument 2. Validate instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	Completed In Process Completed Scheduled for March, 1976
2b	Identify Occupational Requirements	Identifying Education and Training requirements for selected occupations	1. Develop instrument 2. Validate instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	Completed In Process Completed Scheduled for March 1976
2c	Identify Salary Range and Corresponding Life Style within Career Ladder	Identifying Job Benefits	1. Develop instrument 2. Validate Instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	Completed In Process Completed Scheduled for March, 1976
		Knowledge of the Economic System	1. Develop instrument 2. Validate instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	Completed In Process Completed Scheduled for March, 1976

EVALUATION ACTION PLAN
DEMONSTRATION CONSORTIUM

APPENDIX G cont.

Student Product Objectives (continued)

Objective No.	Criteria	Instrument(s)	Tasks	Person(s) Responsible	Status
2d	Attitudes toward work & careers	Positive attitudes toward work and careers	1. Develop instrument 2. Validate instrument 3. Administer a. Control b. Experimental	EPIC EPIC EPIC	In process To be conducted Scheduled for March, 1976
3a	Make tentative occupational choices based on interests, abilities, values and achievements	Choosing occupations	1. Develop instrument 2. Validate instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	Completed In Process Completed Scheduled for March, 1976
3b	Comparing Independent Variables	Comparing Independent Variables (required by occupation, against personal characteristics	1. Develop and/or identify instrument 2. Validate instrument 3. Administer	Broward County Project Tri-county Project	Completed In Process Scheduled for March, 1976
3c	Identifying Student Limitations	Comparing student limitations against occupational requirements	1. Develop and/or identify instrument 2. Validate instrument 3. Administer	Broward County Project Tri-county Project	Completed In Process Scheduled for March, 1976
3d	Making Career Decisions	Making more realistic career decisions	1. Develop instrument 2. Validate instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	Completed In Process Completed Scheduled for March, 1976

EVALUATION ACTION PLAN
DEMONSTRATION CONSORTIUM

APPENDIX G cont.

Student Product Objectives (continued)

Objective No.	Criteria	Instrument(s)	Tasks	Person(s) Responsible	Status
3e	Career or Occupational Planning	Planning for a career and a job	1. Develop instrument 2. Validate instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	Completed In Process Completed Scheduled for March, 1976
4a	Matching career choices and potential employers	Matching career choices and potential employers	1. Develop instrument 2. Validate instrument 3. Administer a. Control b. Experimental	EPIC EPIC EPIC	In Process In Process Scheduled for March, 1976
4b	Practicing for the Job Interview	Gaining and maintaining Employment	1. Develop instrument 2. Validate instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	Completed In Process Completed Scheduled for March, 1976
4c	Completing the job application and resume	Completing the job application and resume	1. Develop instrument 2. Validate instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	Completed In Process Completed Scheduled for March, 1976
4d	Discerning desirable personal traits and work habits	Gaining and maintaining employment	1. Develop instrument 2. Validate instrument 3. Administer a. Pre-test b. Post-test	EPIC EPIC EPIC	Completed In Process Completed Scheduled for March, 1976

EVALUATION ACTION PLAN
DEMONSTRATION CONSORTIUM

APPENDIX G cont.

Student Product Objectives (continued)

Objective No.	Criteria	Instrument(s)	Tasks	Person(s) Responsible	Status
5a	Criteria for identifying student work skills required by an occupational field	Survey Instruments	1. Develop instruments 2. Discern audience (experimental/ control?) 3. Apply instruments	Task Force Task Force Individual Districts	Scheduled for February, 1976 Scheduled for February, 1976 Scheduled for March, 1976
5b	Criteria for identifying student work skills required by an occupational field	Survey Instruments	1. Develop instruments 2. Discern audience (experimental/ control?) 3. Apply instruments	Task Force Task Force Individual Districts	Scheduled for February, 1976 Scheduled for February, 1976 Scheduled for March, 1976
6	Improving Grade Point Averages, Attendance and Suspension Records	Survey Instruments	1. Develop instruments 2. Discern audience (experimental/ control?) 3. Apply instruments	Task Force Task Force Indidivual Districts	Scheduled for February, 1976 Scheduled for February, 1976 Scheduled for March, 1976
7a	Placement in a job, education, or training program	Survey Instruments	1. Develop and/or identify instruments 2. Discern Audience (experimental/ control?) 3. Apply instruments	Task Force Task Force Individual Districts	Scheduled for February, 1976 Scheduled for February, 1976 Scheduled for March, 1976

EVALUATION ACTION PLAN
DEMONSTRATION CONSORTIUM

APPENDIX G cont.

Student Product Objectives (continued)

Objective No.	Criteria	Instrument(s)	Tasks	Person(s) Responsible	Status
7b	Follow-up Evaluation of Student Preparation toward Placement	Survey Instrument	1. Develop and/or identify instrument	Task Force	Scheduled for February, 1976
			2. Discern Audience	Task Force	Scheduled for February, 1976
			3. Apply instruments	Individual Districts	Scheduled for March, 1976
		Reduction, Assimilation and Preparation			
			1. Reduce pre-test data (objectives 1,2a,2b, 2c,3a,3d,3e,4b,4c, & 4d)	EPIC	Completed
			2. Reduce post-test data (objectives 1,2a,2b,2c, 3a,3d,3e,4b,4c, & 4d)	EPIC	Scheduled for April, 1976
			3. Prepare comparison data (pre vs post-test data)	EPIC	Scheduled for April, 1976
			4. Reduce data received from control-experimental testing (objectives 2d, 4a)	EPIC	Scheduled for April, 1976
			5. Prepare comparison data (control vs experimental)	EPIC	Scheduled for April, 1976
			6. Assimilate information from survey instruments (objectives 3b,3c,5a, 5b,6,7a and 7b)	Task Force and EPIC	Scheduled for April, 1976

EVALUATION ACTION PLAN
DEMONSTRATION CONSORTIUM

APPENDIX G cont.

Student Product Objectives (continued)

Objective No.	Criteria	Instrument(s)	Tasks	Person(s) Responsible	Status
			7. Prepare comparison data (survey instruments)	Task Force and EPIC	Scheduled for April, 1976
			8. Prepare evaluation report from comparisons (tasks 3,5,7)	EPIC	Scheduled for May, 1976
			9. Finalize evaluation report	Task Force and EPIC	Scheduled for May, 1976

EVALUATION ACTION PLAN
DEMONSTRATION CONSORTIUM

APPENDIX G cont.

Student Process Objectives

Objective No.	Criteria	Instrument(s)	Tasks	Person(s) Responsible	Status
1	Providing Career Exploration Opportunities in Grades 9 to 12	Inventory of Opportunities for 9th through 12th grade Career Exploration Qualifying Occupations	1. Develop instrument 2. Gather data using developed instruments	Task Force Individual Districts	Completed Scheduled for May, 1976
2	Providing Alternative Programs for Probable Dropouts in grades 9 to 11	Inventory of Alternatives for Probable Dropouts (9 to 11)	1. Develop instrument 2. Gather data using developed instruments	Task Force Individual Districts	Completed Scheduled for May, 1976
3	Providing Salable Skill Alternatives for 11th and 12th grade students	Inventory of Alternatives for 11th and 12th graders	1. Develop instrument 2. Gather data using developed instruments	Task Force Individual Districts	Completed Scheduled for May, 1976
4	Providing Guidance and Counseling Opportunities for 9th through 12th grade students	Inventory of Guidance and Counseling Opportunities for 9th through 12th graders	1. Develop instrument 2. Gather data using developed instruments	Task Force Individual Districts	Completed Scheduled for May, 1976
5	Providing School-Community Resources for all students 9 through 12 th grades	School principal questionnaire	1. Develop instrument 2. Administer instrument	Task Force Individual Districts	Completed Scheduled for May, 1976
6	Providing Placement/Follow-Up Services for 9th through 12th graders, graduating or leaving school	District-Level Administrator's Questionnaire	1. Develop instrument 2. Administer instrument	Task Force Individual Districts	Completed Scheduled for May, 1976

EVALUATION ACTION PLAN
DEMONSTRATION CONSORTIUM

APPENDIX G cont.

Student Process Objectives (continued

Objective No.	Criteria	Instrument(s)	Tasks	Person(s) Responsible	Status
		Reduction, Assimilation and Preparation			
			1. Reduce gathered data	EPIC	Scheduled for May, 1976
			2. Inventory gathered data	EPIC	Scheduled for May, 1976
			3. Finalize evaluation report	Task Force and EPIC	Scheduled for May, 1976

EVALUATION ACTION PLAN
DEMONSTRATION CONSORTIUM

APPENDIX G cont.

Demonstration Product Objectives

Objective No.	Criteria	Instrument(s)	Tasks	Person(s) Responsible	Status
1	Attitudes toward Career Education at the High School Level	Pre- and Post-Visitation Attitudes Survey	1. Develop instrument	EPIC	In Process Scheduled for Completion February, 1976
			2. Administer instrument	Task Force	Continuous
2	Components of the High School Model for Career Education	Demonstration Project Questionnaire	1. Develop instrument	EPIC	In Process Scheduled for Completion February, 1976
	Analysis of Components of the High School Model		2. Administer instrument	Task Force	Continuous
	Identify transportable Components				
3	Identify Demonstration Components which have been implemented by visitors	Follow-Up Questionnaire on implementing Demonstration Components	1. Develop instrument	EPIC	In Process Scheduled for Completion February, 1976
			2. Administer instrument	Task Force	Continuous

EVALUATION ACTION PLAN
DEMONSTRATION CONSORTIUM

APPENDIX G cont.

Demonstration Process Objectives

Objective No.	Criteria	Instrument(s)	Tasks	Person(s) Responsible	Status
1	Developing a brochure describing the Demonstration Project	No Evaluation Required	1. Develop brochure	Task Force	Completed (see appendix)
2	Developing a pre-orientation package	No Evaluation Required	1. Develop pre-orientation package	Task Force	Completed (see appendix)
3	Developing a slide tape presentation describing the K through 12 approach to career education and the consortium effort to demonstrate high school components	Demonstration Project Questionnaire	1. Develop a slide tape Presentation	Task Force	In Process Scheduled for Completion March, 1976
4	Developing a Procedure for visiting the Demonstration Centers	No Evaluation Required	1. Develop procedures for visiting demonstration centers	Task Force	Completed (see appendix)
5	Developing a Package of Model Descriptions and Component Samples	No Evaluation Required	1. Develop a package of model descriptions and component samples	Task Force	Completed (see appendix)

APPENDIX H

EDUCATIONAL PROGRESS IN CAREERS

#3a - Career Planning

Grades 7 through 12

Please do not write on this form. Circle all of your answers on the ANSWER SHEET.

You will have 15 minutes to complete the answer sheet.

This is a 4-part form to assist you in planning for a career, as follows:

a) Knowledge About Career Planning
b) Career Planning Activities Checklist
c) Talking About Careers
d) Career Decision-Making

Part a - Knowledge About Career Planning

Directions: Circle Yes if you agree with each statement.
Circle No if you disagree with each statement.

Yes No 1) In today's society a person is better off waiting until after finishing college to decide what occupation to pursue.

Yes No 2) There are tests available which can help you to decide whether to work with people, things, ideas, or numbers.

Yes No 3) Your salary or wages are not the most important things to consider when choosing a job, but do have major significance.

Yes No 4) One occupation is as good as another for most people.

Yes No 5) There is not much that a person can do to get ready for a job except to see what is available when the time comes to choose.

Yes No 6) Most people remain in the same job throughout their lifetime.

Yes No 7) A job has little influence on a person's way of life.

Yes No 8) Workers lose their jobs because of bad personal relations more often than from a lack of skills.

Yes No 9) Having an interest in a job is most important in order to be successful on the job.

Yes No 10) Workers usually need to go back to school or to retrain on-the-job several times in a lifetime.

Part b - Career Planning Activities Checklist

Directions: Circle **Yes** if you have performed each activity below; circle **No** if you have not.

I Have:

Yes No 11) Watched people on television do work which interests me.

Yes No 12) Watched someone, at their place of work, do the kind of work in which I am interested.

Yes No 13) Reviewed occupational films, film strips, or movies about jobs which interest me.

Yes No 14) Visited a career or occupation center in a school which gave me some information on a job or career which interests me.

Yes No 15) Read trade journals or brochures about jobs which interest me.

Yes No 16) Looked through newspapers or magazines for jobs which interest me.

Yes No 17) Looked through the "Yellow Pages" of a telephone book for jobs which interest me.

Yes No 18) Written to companies or agencies for brochures describing jobs or careers which interest me.

Yes No 19) Enrolled in a course which helped me to consider one or more careers which interest me.

Yes No 20) Enrolled in a course which provided me with skills that are going to help me on a job.

Yes No 21) Participated in class discussions about a job or career which interests me.

Yes No 22) Conducted research into a particular career which interests me.

Yes No 23) Completed a study which compares workers' life styles in a number of different occupations which interest me.

Yes No 24) Evaluated the kinds of work activities which interest me through formal tests or in other ways.

Yes No 25) Considered my physical abilities, general health, and school grades in connection with several possible jobs or careers which interest me.

Yes No 26) Considered higher education for a career which requires it, or not going on to higher education if a career does not require it.

Yes No 27) Considered some general ways of making a living as an employee.

Yes No 28) Considered some general ways of making a living as an entrepreneur or as a self-employed person.

Yes No 29) Worked on my deficiencies in basic skills such as English, math, reading, and writing so that I will be able to get a good job and hold onto it.

Yes No 30) Worked on a job in preparation for a career in that field.

Part c - Talking About Careers

Directions: Circle **Yes** if you have talked with anyone listed below about work which interests you; circle **No** if you have not talked with these people.

Yes No 31) Parents.

Yes No 32) Relatives.

Yes No 33) Friends or neighbors my age.

Yes No 34) Adult friends or neighbors.

Yes No 35) Teachers.

Yes No 36) Counselors.

Yes No 37) Occupational specialists.

Yes No 38) Employers or an employment agent.

Yes No 39) Workers.

Yes No 40) Military personnel.

Directions: Circle **Yes** if you talked with that person at any of the places listed below; circle **No** if you did not.

Yes No 41) At home.

Yes No 42) At the home of a relative.

Yes No 43) At a club meeting.

Yes No 44) At a friend's or neighbor's house.

Yes No 45) During a class discussion.

Yes No 46) In a school office.

Yes No 47) During a field trip with classmates.

Yes No 48) During a "Career Day," conference or convention.

Yes No 49) When a worker or employer came and talked to my class.

Yes No 50) At the place of work, or where I filled out an application for a job.

Part d - Career Decision-Making

Directions: Circle Yes if you agree with each statement below; circle No if you disagree.

I am:

Yes No 51) Thinking about one or more possible careers or jobs.

Yes No 52) Ready to talk to someone about a career or a job.

Yes No 53) Ready to have someone help me find a job.

Yes No 54) Ready to begin work in a job or career which I have chosen.

Yes No 55) Already working in a job or career which I have chosen.

I plan to find a job:

Yes No 56) By myself.

Yes No 57) With the help of my parents.

Yes No 58) With the help of friends my age.

Yes No 59) With the help of adult neighbors or friends.

Yes No 60) With the help of a teacher.

Yes No 61) With the help of a counselor.

Yes No 62) With the help of an occupational specialist.

Yes No 63) With the help of an employment agency.

Yes No 64) With the help of a person interested in my career.

Yes No 65) With an advertisement in the newspaper.

I plan to:

Yes No 66) Get a job before completing high school.

Yes No 67) Complete high school.

Yes No 68) Get a job after completing high school.

Yes No 69) Travel or take a vacation before getting a job.

Yes No 70) Go into a training program, e.g. apprenticeship.

Yes No 71) Go on to a trade or technical school.

Yes No 72) Go on to a community college.

Yes No 73) Go on to a four-year college or university.

Yes No 74) Go on to an advanced degree.

I plan to:

Yes No 75) Continue my education on a part-time basis in order to move up in my career.

Yes No 76) Get a part-time job while enrolled in further education.

Yes No 77) Get a full-time job while enrolled in further education.

Yes No 78) Develop my hobby into a career.

Yes No 79) Take over my family's business.

Yes No 80) Be a homemaker.

Yes No 81) Join the armed services.

Yes No 82) Enter the armed services only as a training school leading to college or a career.

I plan to have the following position in ten years:

Yes No 83) Unskilled or semiskilled employee.

Yes No 84) Skilled employee.

Yes No 85) Manager or supervisor.

Yes No 86) Professional or consultant.

Yes No 87) President or owner of a business.

Yes No 88) Chairman or director of the board of a corporation.

EDUCATIONAL PROGRESS IN CAREERS

#5b - Attitudes Toward School and Careers

Please DO NOT put your name on this form.

Grades 7 through 12

Grade _____

You will have 10 minutes to complete this form.

School _____

Directions: Please circle the number which describes your feelings about each statement below. Circle 5 if you strongly agree; circle 4 if you agree; circle 3 if you are undecided; circle 2 if you disagree; and, circle 1 if you strongly disagree.

5 4 3 2 1 1) I like school.

5 4 3 2 1 2) I like to read.

5 4 3 2 1 3) Teachers are helpful.

5 4 3 2 1 4) I like school when we play games.

5 4 3 2 1 5) Other students like me.

5 4 3 2 1 6) I accomplish what I set out to do.

5 4 3 2 1 7) School activities are worthwhile.

5 4 3 2 1 8) I learned skills in school which I can use to make money.

5 4 3 2 1 9) I would not drop out of school even if I were given the opportunity.

5 4 3 2 1 10) School is more interesting when visitors tell us about their work.

5 4 3 2 1 11) School has helped me develop a positive attitude toward life in general.

5 4 3 2 1 12) If I work hard I can do well in school.

5 4 3 2 1 13) My school work will help me as my career progresses.

5 4 3 2 1 14) I can complete my school work without much help.

5 4 3 2 1 15) I would rather be studying in school than working full time.

5 4 3 2 1 16) School has helped me develop a positive attitude toward work.

5 4 3 2 1 17) Teachers like me.

5 4 3 2 1 18) I like to write.

5 4 3 2 1 19) School subjects are interesting.

5 4 3 2 1 20) I am intelligent.

5 4 3 2 1 21) I like to participate in group discussions.

5 4 3 2 1 22) I like to do independent research.

Students should:

5 4 3 2 1 1) Understand our economic system.

5 4 3 2 1 2) Explore different occupations.

5 4 3 2 1 3) Know which workers are in demand.

5 4 3 2 1 4) Know the education and training requirements of different occupations.

5 4 3 2 1 5) Talk to workers about their careers.

5 4 3 2 1 6) Observe workers who do different kinds of work.

5 4 3 2 1 7) Decide how to make money.

5 4 3 2 1 8) Plan for a career in elementary school.

5 4 3 2 1 9) Plan for a career in middle school or junior high school.

5 4 3 2 1 10) Plan for a career in senior high school.

5 4 3 2 1 11) Plan for a career and an alternate career.

5 4 3 2 1 12) Develop skills for reading, writing, spelling, and communications.

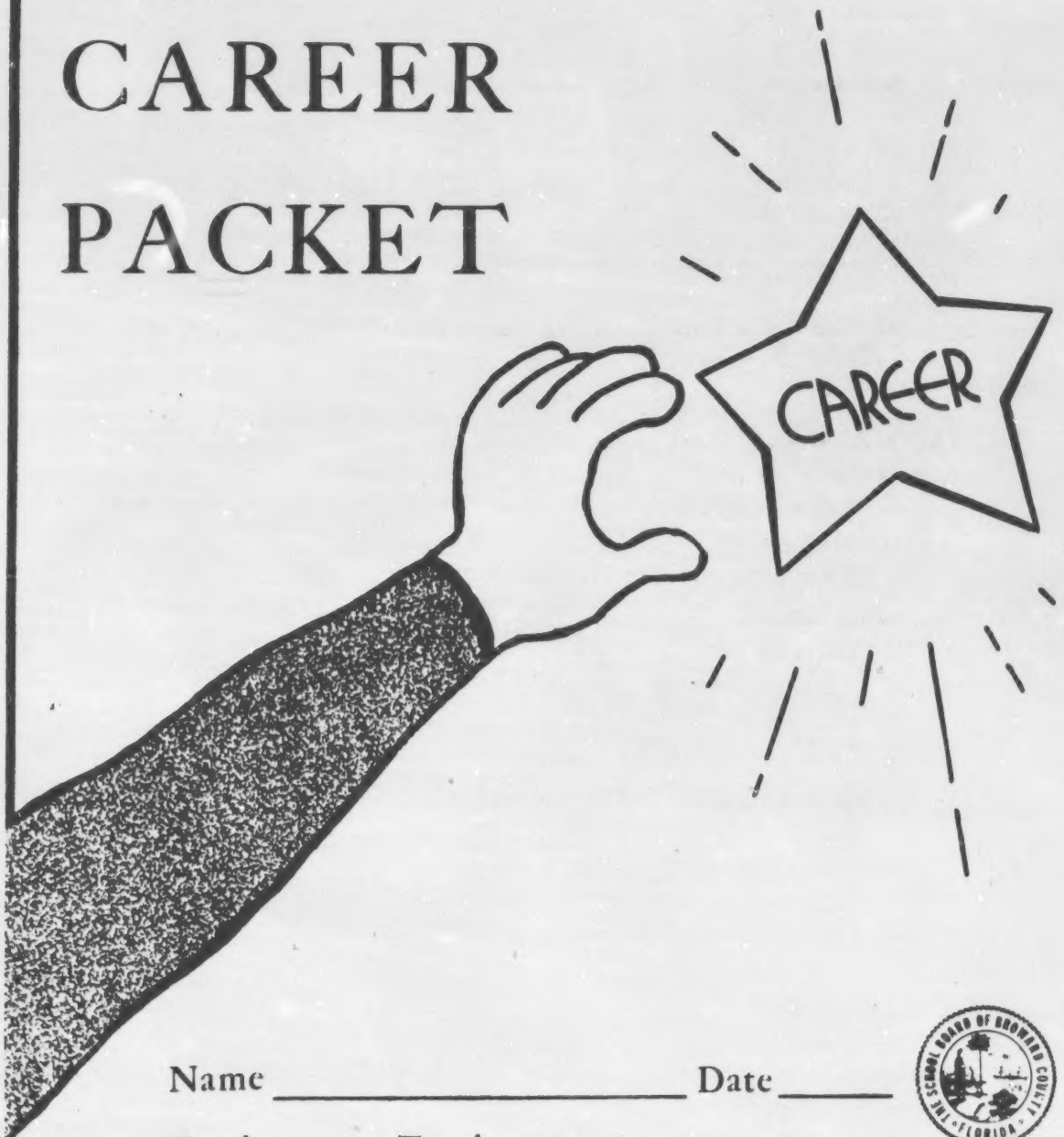
5 4 3 2 1 13) Develop skills for different kinds of work.

5 4 3 2 1 14) Complete school tasks with a minimum of assistance.

5 4 3 2 1 15) Develop work habits for acquiring a job.

5 4 3 2 1 16) Be prepared for a job interview.

DEVELOPMENTAL CAREER PACKET



Name _____ Date _____

Grade _____ Teacher _____

The School Board of Broward County, Florida

SELF AWARENESS

PRE-POST SURVEY

Directions: Take this survey before you start the Career Guidance packet and after you finish the packet, respond on test sheet 2252.

Materials: Teacher test sheet 2252 and No. 2 pencil

1. How many careers do you know about that <u>really</u> interest you?
   a. 7 or more
   b. 4-6
   c. 1-3
   d. None

2. Do you know how your reading and math skills relate to careers?
   a. Yes, I do
   b. I am not sure, have a little idea
   c. No, I don't
   d. I don't understand the question

3. Do you know what your career interests are?
   a. Yes, I do
   b. I am not sure, have a little idea
   c. No, I don't
   d. I don't understand the question

4. Do you know what your career aptitudes/talents are?
   a. Yes, I do
   b. I am not sure, have a little idea
   c. No, I don't
   d. I don't understand the question

5. Do you know what your career temperaments are?
   a. Yes, I do
   b. I am not sure, have a little idea
   c. No, I don't
   d. I don't understand the question

6. Do you know what your career values are?
   a. Yes, I do
   b. I am not sure, have a little idea
   c. No, I don't
   d. I don't understand the question

Directions: <u>Proceed to page 2</u>

7. Do you understand how to use your career interests, achievements, temperaments, and values in choosing a career?

   a. Yes, I do
   b. I am not sure, have a little idea
   c. No, I don't
   d. I don't understand the question

8. How many <u>different</u> recources do you know about where you can find career information?

   a. 10 or more
   b. 6-9
   c. 3-5
   d. 0-2

9. Do you know how to use the various career resources to explore careers?

   a. Yes, I do
   b. I am not sure, have a little idea
   c. No, I don't
   d. I don't understand the question

10. How many <u>different</u> places do you know about where you can get training or education for a career?

   a. 6 or more
   b. 4-5
   c. 2-3
   d. 0-1

11. Do you know an entry job that relates to your career choice?

   a. Yes, I do
   b. I am not sure, have a little idea
   c. No, I don't
   d. I don't understand the question

12. Do you know the subjects you should take while in high school to prepare yourself for the salable skill you will need to get an entry position job that relates to your career choice?

   a. Yes, I do
   b. I am not sure, have a little idea
   c. No, I don't
   d. I don't understand the question

Directions: <u>Proceed to page 3</u>

DIRECTIONS: Read the definitions below.

DEFINITIONS

Aptitude/Talents	- What I can do
Achievements	- What I have done
Interest	- What I like to do
Temperament	- What I would adjust to best
Values	- What is important to me
Goals	- My plan to accomplish what I want to do
Percentile	- The percent of students in the sample group who scored below me
Verbal	- Ability to work with words (Reading, Language, Social Studies, Science)
Numerical	- Ability to work with numbers (Math)
Worker Trait Group	- My relation to data, people, things
G.E.D.	- General Educational Development needed in the areas of Reading, Language, and Math
D.O.T.	- Dictionary of Occupational Titles

Directions: Go to page 4 and proceed as per instructions.

INTRODUCTION

Have you thought about what career you would like to do after you finish your education?

Write in the following spaces some careers you would like to explore or like to do after you finish your education.

_____ _____

_____ _____

_____ _____

_____ _____

Write the careers you wrote in the spaces above on page 17. (Worksheet #3).

Answer the following questions to the best of your ability:

My favorite subject(s) are: _____
Subjects: All courses that are listed on your report card. _____

My favorite school activity is: _____

_____

What are your favorite activities or hobbies outside of school?

A. _____

B. _____

C. _____

D. _____

E. _____

What course of study or special training would you like to take if you could?

_____

_____

Has anyone ever said that you were especially good at doing something?

If so, what? _____

_____

Directions: Go to page 5 and complete the People/Things Interest Survey. The directions are written on the survey.

PEOPLE/THINGS INTEREST SURVEY

GOAL: To determine if you are a things person or a people person.

Definitions:

1. Things person--makes, repairs, or drives things.
2. People person--provides services for people or animals.

DIRECTIONS:

Below are 10 statements about interests. First, read the statements in the left box (1-0) and the statements in the right box (4-5-6). You may circle one or all of the numbers in the left box (1-0) or one or all of the numbers in the right box (4-5-6).

Second, for statements 2-9 you may circle as many as you like.

I WOULD LIKE A CAREER WHERE I CAN:

Things Person		People Person
1. Work mostly with things, tools, or objects. (Make, repair, or drive).	OR	4. Do work requiring personal contact to help people or animals.
0. Make or repair things that are useful and satisfying to people.		5. Provide a professional service for people or animals. (Advise, entertain, heal, lead, protect, teach, or write.
		6. Communicate data to people or animals. (Art, music, photography, words).

2. Do work involving business contacts with people.
3. Do work of a routine nature.
7. Do work of a scientific or technical nature.
8. Use my creative imagination to do the job.
9. Do work involving machines, techniques, or methods.

Directions: In the spaces below, rank the circled statements inside the box [1-0] or [4-5-6] and outside the box (2-3-7-8-9) from the most important to the least important. Write the most important number in the first space, etc.

_____ _____ _____ _____ _____ _____

Directions: Write the numbers that you wrote in the spaces above on the career index page 8 under the word interest, on the top left hand side of the page.

Go to page 6.

ACHIEVEMENT

(WHAT I HAVE DONE)

Achievement scores on standardized tests are recorded by percentiles. Examples of standardized tests are: The Florida Eighth Grade Testing Program and the California Test of Basic Skills. The results of these tests can be obtained from the guidance office.

STEP I. If you know your past achievement scores in the areas of reading and math, record the percentiles in the spaces below; if you do not know your standardized test scores, go to step II.

PERCENTILES

Reading _____ Math _____

Transpose your percentile scores in reading and math to the D.O.T. numbers (1,2,3,4,5) by using the key below:

Academic Achievement/ Subject Grades	VERY HIGH (A)	HIGH (B)	AVG. (C)	BELOW AVG. (D)	LOW (E)
Percentile	96-99	78-95	24-77	5-23	0-4
D.O.T.	1	2	3	4	5

D.O.T. Numbers (1,2,3,4,5)

Reading _____ Math _____

Proceed to step III.

STEP II. If you do not have a standardized score, estimate your reading and math achievement levels using the key above, and write the corresponding D.O.T. number (1,2,3,4,5) in the spaces below:

Reading _____ Math _____

STEP III. Directions:

1. Record the number that you wrote in the blank beside the word reading on the career index (page 8) in the box under the words word skills; record the number that you wrote in the blank beside the word math on the career index (page 8) under the words number skills.

2. Record the numbers that you wrote on the career index under the words word skills and number skills on worksheet no. 1 (page 15) under WHERE I AM beside the word verbal for word skills and beside the word numerical for number skills.

3. Proceed to page 7 and complete the Temperament Survey.

CAREER TEMPERAMENT SURVEY

(WHAT I WOULD ADJUST TO BEST)

DIRECTIONS: Circle as many numbers as you like.

I WOULD LIKE A JOB WHERE I CAN:

1. Do many different things on the job requiring a variety of skills, knowledge, and abilities.
2. Do the same things on the job using very little of my own judgement.
4. Accept the responsibility for directing, controlling, or planning the activities of others.
5. Work with, or get along successfully with, other members of group or team.
7. Influence other people's opinions or attitudes about ideas or products.
8. Regularly work on jobs requiring risks to personal safety or high emotional stress.
9. Make decisions using one or more of the five senses to determine standards of quality. (Touch, see, hear, taste, smell).
0. Make decisions based on measurable facts.
X. Express feelings, ideas, or facts from a personal viewpoint.
Y. Work with precise limits or standards of accuracy.

Directions: In the spaces below, rank the circled statements from the most important to the least. Write the most important number in the first space, etc.

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____

Directions: Write the numbers that you wrote in the spaces above on the career index page 8 under the word <u>temperament</u> at the top of the page. Go to the booklet entitled "Directions for Completing the Career Index," and follow the directions on page 21.

CAREER INDEX

Name_____ DATE_____

School_____ GRADE_____

AREA	Examples of careers in each area	INTEREST	ACHIEVEMENT Word Skills	ACHIEVEMENT Number Skills	Page No. Vol. II D.O.T.	TEMPERAMENT	Edu. Requ.	G.E.D. Level
ART								
	Teacher of Art, Music, Dramatics, Dance	568	2	3/4	226	14579x	College	5-6
	Interior Designer	826	1/2	3	228	x5479	College	5
	Commercial Artist, Painter, Sculptor, Cartoonist	86	2/3	3	232	x9	Voc. Techcal College	5-4
	Taxidermist, Museum Technician, Furniture Reproducer	09	3	3	234	190y	Voc. Training	4-5
BUSINESS & MERCHANDISING								
	Administrator(Boss)	526	1/2	2/3	237	4519	College	5-6
	Business Manager	256	2	3	239	14579	College/Law	4-5
	Clerical & Sales Supervisor	25	3/2	3/2	243	45	On Job Training	4-5
	Manager, Funeral Director	52	2/1	3/2	245	14590	College	4-5
	Budget Consultant	29	2	1/2	248	1450	College	5
	Employment Interviewer	26	2/1	3/2	250	59	College	5-4
	Accountant	179	2/1	1/2	252	490y	College	5
	Title Examiner	26	1/2	3/2	254	90	College/Law	5
	Loan Closer	62	2/1	3/4	256	9y	Jr. College	5-4
	Admitting Officer	26	2/3	3/4	258	590	High School	3-4
	Advertising Assistant Public Relations Man	2568	2/1	3	482	4579	College	5
	Broker, Buyer, Fashion Coordinator	285	2	2/3	484	579	College	4-5
	Electronics Sales & Service Technician, Service Engineer	27	3	3	486		High School On Job Training	4

CONTINUE ON RIGHT SIDE OF PAGE

	INT.	Word Skills	Number Skills	Page No.	TEMP.	Ed. Required	G.E.D. Level
Salesman	26	3/2	4/3	488	579	College or Less	4-5
Coin-Vending-Machine Collector	10	3	3	491	2	High School	3
Newspaper Boy, Peddler, Barker	21	3	3	493	579	On Job Training	3
CLERICAL							
Air Traffic Controller, Dispatcher	29	3/2	3/2	261	45	High School, On Job Training	4
Secretary	26	2	3	263	159	High School Commercial Course	4
Hotel Clerk, Ticket Agent	239	3	3/4	265	15	On Job Training	3-4
Bank Teller	23	2/3	2	267	5	High School Commercial Course	4
Cashier	23	3	3/2	269	25y	High School, On Job Training	3
Stock Clerk, Inspector, Automobile Parts Man	139	3	3/4	271	90y	On Job Training	3-4
Key Punch Operator, Computer-Peripheral-Equipment Operator	93	3	4	274	y2	High School Commercial Course	3-4
Medical Record Librarian	239	3	3/4	276	2y	High School Commercial Course	4-3
Court Reporter, Stenographer	36	2/3	4	278	y2	High School Commercial Course Business School	3
Bookkeeper	3	3	3/2	280	y	High School	3-4
Stockchecker	139	4	4/5	282	2y0	On Job Training	2-3-1
Typist	3	3	4	287	y2	High School Typing, On Job Training	3-4
Meter Reader	3	3/4	4/3	289	2y	High School Typing, On Job Training	3
Telephone Operator	23	3	4	291	25	On Job Training	3

GO TO NEXT PAGE

	INT.	Word Skills	Number Skills	Page No.	TEMP.	Ed. Required	G.E.D. Level
COUNSELING, GUIDANCE & SOCIAL WORK							
Psychologist, Political Scientist, Sociologist, Anthropologist	786	1/2	2/1/3	294	490	College Plus	5-6
Counselor, Clergyman, Social Worker	4658	1/2	3	296	594	College Plus	5-6
CRAFTS							
Foreman-Work with people you supervise	95	3	3	299	145	On Job Training Technical School Apprenticeship	4
Foreman-Not essential to work with people you supervise	59	3/2	3/4	305	451	Technical School On Job Training	4-5
Tailor, Dressmaker, Costumer	019	2/3	3/4	308	590y	On Job Training	4-3
Cook, Baker	90	3/4	3/4	310	19y	Apprenticeship On Job Training	3-4
Embalmer, Fumigator, Butcher, Blacksmith, Mechanic, Engraver, Optician, Alteration Tailor, Seamstress, Electrician, Carpenter, Bricklayer, Pipefitter, Plumber, Roofer, Blaster	190	3/4	3/4/2	312	0y	Apprenticeship On Job Training	4-3
Glass Blower, Lens Grinder, Tire Repairer, Painter, Leather, Plasterer, Floor Layer, Glazier	190	4/3	4	319	y091	Apprenticeship On Job Training	3
Laundry, Dry Cleaning, Fire Fighter,	310	4	4/5	322	2y	Apprenticeship On Job Training	2-3

CONTINUE ON RIGHT SIDE OF PAGE

	INT.	Word Skills	Number Skills	Page No.	TEMP.	Ed. Required	G.E.D. Level
EDUCATION							
Teacher of Nurses, Dieticians, Medical Technologists	476	2	3	333	547	College	5
Teacher of Navigators, Policeman	256	2/3	2/3	335	14590	Experience and Teaching Ability	3-4-5
Vocational Teacher, County Agent, Home Economist	4567	1/2	2/3	337	45790	College	4-5
Teacher of Flying	456	2/3	3/4	339	145890	Flying Experience	3-5-6
High School, College & Univ. Teacher	456	1/2	1/2/3	341	45790	College Plus	4-5-6
Kindergarten, Elementary School Teacher	456	2	3/4/2	343	459	College	5
Teacher of Baton Twirling, Charm School, Fishing, Driver Education	246	2/3	3/4	345	145	Experience in Field and Teaching Ability	3-4-5
Physical Education Coach	456	2	3/4	347	4590	College	4-5
Training Supervisor for a Business	256	1	2/3	349	14590	College	5
Animal Trainer	346	3/4	3/4	351	45890	On Job Training	4-5
ELEMENTAL - UNSKILLED WORK							
School Crossing Guard Flagman	13	4	4/3	354	2	On Job Training	2
Laborer	31	4	5/4	356	2	On Job Training	1-2
Farm Hand, Firefighter, Golf Range Attendant	31	4	5/4	360	2	On Job Training	1-2

GO TO NEXT PAGE

	INT.	Word Skills	Number Skills	Page No.	TEMP.	Ed. Required	G.E.D. Level
ENGINEERING							
Architect, Engineer: Aeronautical, Electrical, Civil, Ceramic, Mechanical, Chemical, Mining & Petroleum, Metallurgical, Marine, Nuclear	78	1/2	1/2	371	40y	College Plus	6
Sales Engineer	267	2	2/1	373	570	College Plus	5
Waterworks Engineer, Director of Quality Control, Highway Adm. Eng., System's Analyst, Computer Programmer, Fish Culturist, Technical Director	765	2/1	2/1	375	14590y	College Plus	5-6
Draftsman	179	3	2	377	0y	Voc., Technical Junior College	4-5
Technicians: Electrical, Electronic, Mechanical, Agricultural, Sound Effects, Forest	79	2/3	2/3	379	y0	Junior College	4-5
Engineers-Missile Test, Transmission, Radio, Marine, Salvage, Forest	179	1/2	1/2	381	40y	College Plus	6-5
Engineers: Efficiency, Industrial, Methods, Traffic	73	1/2	1/2	383	490	College Plus	5
Surveyor, Hydrographer, Navigator	719	2/3	2	385	0y	High School Tech./Jr. College	5-4
Specialization Writer, Technical Publications Writer	76	2/1	3/4	387	0	College	5

CONTINUE ON RIGHT SIDE OF PAGE

	INT.	Word Skills	Number Skills	Page No.	TEMP.	Ed. Required	G.E.D. Level
ENTERTAINMENT							
Comedian, Impersonator, Mimi, Song & Danceman	568	2/3	4/5	390	5x	On Job Training	4-5
Actor/Actress	568	1/2	5	392	159x	College, On Job Training	4-5
Dancer	568	3	3	398	xy9	College, On Job Training	5-4
Radio & T.V. Announcer, Disc Jockey	56	2	3	400	159	College, On Job Training	5
Athlete, Jockey, Auto Racer	56	3	4	402	89	Experience, On Job Training	3-4
Horse Race Starter, Ringmaster	56	3	3/4	404	59	On Job Training	3
Mind Reader, Waiter-Entertainer, Showgirl, Santa Claus	56	3	4	406	25	On Job Training	2-1
Model	63	4	5	408	2	Modeling School or Store	3-2
FARMING, FISHING, FORESTRY							
Farmer, Rancher, Landscape, Gardener, Game-Keeper	0719	3	3	411	1490	On Job Training	4-5
Biological Aide, Forester Aide, Agricultural Aide	73	3	4/3	413	y0	Jr. College	4-3
INVESTIGATING, INSPECTING & TESTING							
Umpire, Building Inspector, Park Ranger, Claim Adjuster, Fire Captain, Fire Warden	256	2	3/4	416	4589	High School Jr. College	5-4

GO TO NEXT PAGE

	INT.	Word Skills	Number Skills	Page No.	TEMP.	Ed. Required	G.E.D. Level
Air Analyst, Perfumer, Assayer, Tester, Soils Engineer, Geologist	179	2/3/1	3/2/1	418	0y	College	5-4
Art Appraiser, Customs Examiner, Construction Inspector	7	2/3	2/3	420	190	Technical, On Job Training	4-5
LAW & LAW ENFORCEMENT							
Insurance Investigator, Policeman/woman, Fire Marshall, Detective, Fish & Game Warden	234	2	3/4	416	4589	High School Jr. College	5-4
Lawyer, Judge	58	1	3	425	9570	College Plus	5-6
Store Detective, Body Guard, Life Guard, Dog Catcher	26	3	4/3	427	58	On Job Training	3
MACHINE WORK							
Cabinet Maker, Research Mechanic, Machinist & Toolmaker	90	3	3/4	430	y01	Apprenticeship On Job Training	4
Setup & Adjustment	19	4/3	4/3	433	y0	On Job Training	3
Operating & Controlling	21	4/3	4/3	435	y0	Apprenticeship On Job Training	3-4
Machine Tender	219	4	5/4	447	2y	On Job Training	2-3-1
MATHEMATICS & SCIENCE							
Health Physicist	72	1	2	464	450	College 3	6
Chemist, Physicist, Biologist, Pathologist	73	1/2	1/2	466	190y	College Plus	5-6

CONTINUE ON RIGHT SIDE OF PAGE

	INT.	Word Skills	Number Skills	Page No.	TEMP.	Ed. Required	G.E.D. Level
Mathematician, Statistician, Actuary, Astronomer, Meterologist, Business Programmer	78	1/2	1/2	468	409	College Plus	6-5
MEDICINE							
Surgeon, Oral Surgeon	745	1	2/3	471	9058	College Plus	6
Doctor, Dentist, Psychiatrist, Veterinarian, Speech Pathologist	745	1/2	2/1	473	905	College Plus	5-6
Occupational Therapist, Music Therapist	4678	2	3	475	45	College	4-5
Nurse, Dental Hygienist, Radiologic Technologist, Physical Therapist, Medical Assistant	47	2/3	3	477	5y	2-5 Years	4
Practical Nurse, Child Care Attendant, Kindergarten, Ambulance Attendant, Orderly	427	3/4	4	479	589	Voc. School On Job Training	3
Medical Technologist, Pharmacist, Medical Laboratory Assistant	179	2/3/1	3/2/1	418	0y	College	5-4
MUSIC							
Instrumental Musician	568	2/3	3	394	x9	College Private Lessons	4-5
Vocal Musician	568	2/1	3	396	5x	College, Private Lessons	4-5
Composer, Arranger	68	2	3	496	9x	College	6

GO TO NEXT PAGE

	INT.	Word Skills	Number Skills	Page No.	TEMP.	Ed. Required	G.E.D. Level
PERSONAL SERVICE							
Butler, Food Service, Supervisor, Head Usher, Head Animal Keeper	259	3	4/3	461	145	On Job Training	4-3
Barber, Beautician, Make-up Man	289	3	4	499	59x	Barber or Beauty College	4-3
Lunch Truck Driver, Delivery Boy, Car Rental Clerk	23	3/4	3	501	52y	On Job Training	3-2
Chauffeur, Cabana Boy, Automobile Service Station Attendant	23	4	4	503	52	On Job Training	2-3
Hostess, Hunting & Fishing Guide	26	3	5/4	505	15	High School	3
Airplane Stewardess, Waiter/Waitress, Train Hostess, Bartender	23	4/3	4/5	507	5	High School More or Less	3-2
Telegraph Messenger, Newspaper Carrier, Usher	23	3/4	4	509	5	High School More or Less	2
Animal Caretaker, Veterinary Hospital Attendant, Dog Groomer, Pet Shop Attendant	3469	4/3	4	511	10	On Job Training	2-3
PHOTOGRAPHY & COMMUNICATIONS							
Photographer, T.V./Movie Cameraman	96	3	3	230	x9	On Job Training	4-5
Motion Picture, Projectionist	27	3	3	514	0y	High School	4
Airline Radio Operator, Control Room Technician	27	2	3	516	y109	Technical or Jr. College	4-5

CONTINUE ON RIGHT SIDE OF PAGE

	INT.	Word Skills	Number Skills	Page No.	TEMP.	Ed. Required	G.E.D. Level
TRANSPORTATION							
Airplane pilot, Test Driver, Locomotive Engineer	91	3	3/2	422	0	Experience On Job Training	4-5
Truck Driver, Ambulance Driver	193	4	4/5	444	2y	On Job Training	3-2
Bus Driver, Taxi Driver	1293	3	3	519	25	Pre/or High School	3-4
WRITING							
Editor, News Analyst	562	1	3	522	4957	College	5-6
Gagwriter, Script Writer, Playwright, Critic, Poet, Literary Writer	865	1/2	4	524	x97	College	6-5
Reporter	562	1	3	526	159	College	5
Book Critic, Translator	6	2/1	3/4	528	90y	College	5-4

END OF INDEX

Go to page 13 and 14 and complete the Values Inventory.

LIST OF VALUES INVENTORY

(WHAT IS IMPORTANT TO ME)

DIRECTIONS: For each item below, circle the number that most closely relates to your value system. For the items that have several numbered choices, underline the choice or choices that are most important to you.

	Very Important	Mixed Feelings	Not Important
Creativity - Freedom to use your own imagination to do the job.	1	2	3
Independence - Very little supervision.	1	2	3
Risk - Any of the following:	1	2	3
1. Excitement 2. Pressure 3. Competition 4. New situations 5. Emergencies 6. Bodily Injury 7. Sudden financial loss			
Information/Knowledge - Accumulate information and knowledge through continued schooling or by learning from your co-workers.	1	2	3
Belongingness - Become a welcome member of a group or team.	1	2	3
Security - Free from emotional stress and worry.	1	2	3
Aspiration - Gain fast promotions and success by determination and hard work.	1	2	3
Esteem - Any of the following:	1	2	3
1. High position in your community 2. Control and influence others 3. Gain admiration 4. Publicity 5. Important friends 6. Wealth			
Self-Actualization - The job brings out the best in you, giving you a chance to use a variety of your talents and to learn new skills.	1	2	3
Personal Satisfaction - More personal than financial rewards, help make the world a better place to live.	1	2	3
Routine - Dependence - Do the same thing over and over and take instructions from someone else.	1	2	3

LIST OF VALUES INVENTORY (CONT'D.)

	Very Important	Mixed Feelings	Not Important
Data Orientation - Deal with printed materials & data, like to evaluate & collect information, record measurements & observations, & interpret information & facts.	1	2	3
Things Orientation - Work mostly with your hands & have the results of your work seen by others.	1	2	3
People Orientation - Spend most of your time with people, doing any of the following: 1. Teaching & training 2. Supervising 3. Bargaining 4. Negotiating 5. Advising 6. Entertaining 7. Selling 8. Influencing the way people think.	1	2	3
Environment Concern - Strong feelings about any of the following: 1. Outdoors - Indoors 2. Noisy - Quiet 3. Dirty - Clean 4. Country - City 5. Work alone - Work with Group 6. Hot - Cold 7. Mountains - Plains 8. East - West 9. North - South	1	2	3
Co-Worker Concern - Strong feelings about any of the following: 1. School Achievement 2. Talents 3. Intelligence 4. Educational Level 5. Age 6. Race 7. Male or Female 8. Single or Married	1	2	3
Money Concern - Strong feelings about making a lot of money.	1	2	3
Physical Abilities Concern - Strong feelings about being able to stand, walk, stoop, kneel, sit, climb, & talk on the job.	1	2	3
Time Concern - Strong feelings about any of the following: 1. Seasonal peaks 2. Slack periods 3. Employed only nine months of the year 4. Time off whenever you like 5. Regular hours	1	2	3

Directions: On page 15 under section IV (Values) write the underlined word(s) that you indicated as very important (1) on the left side of the page & the underlined words that you indicated as not important (3) on the right side of the page.

SELF-AWARENESS

WORK SHEET # 1

Name _____ Grade _____

School _____ Date _____

PERCENTILE	96-99	78-95	24-77	5-23	0-4
DOT (Dictionary of Occupational Titles)	1	2	3	4	5

I. Achievement

WHERE I AM

Verbal _____ Numerical _____ G.E.D. _____

WHERE I NEED TO BE

Verbal _____ Numerical _____ G.E.D. _____

II. Interest

Number	Statement that number represents.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

III. Temperament

Number	Statement that number represents.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IV. Values

In the section below write in all the items you ranked as very important on the left and all those you rated as not important on the right.

VERY IMPORTANT	NOT IMPORTANT
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Go to page 25 in the booklet entitled "Directions for Completing W. S.# 2", (page 1)

WORKSHEET #2

Name_____ Date_____

First Choice:

Page No._____ Title _____

Related Classifications:

No. 1 _____ Page No. _____

No. 2 _____ Page No. _____

No. 3 _____ Page No. _____

No. 4 _____ Page No. _____

No. 5 _____ Page No. _____

No. 6 _____ Page No. _____

Second Choice:

Page No._____ Title _____

Related Classifications:

No. 1 _____ Page No. _____

No. 2 _____ Page No. _____

No. 3 _____ Page No. _____

No. 4 _____ Page No. _____

No. 5 _____ Page No. _____

No. 6 _____ Page No. _____

Third Choice:

Page No._____ Title _____

Related Classifications:

No. 1 _____ Page No. _____

No. 2 _____ Page No. _____

No. 3 _____ Page No. _____

No. 4 _____ Page No. _____

No. 5 _____ Page No. _____

No. 6 _____ Page No. _____

Fourth Choice:

Page No._____ Title _____

Related Classifications:

No. 1 _____ Page No. _____

No. 2 _____ Page No. _____

No. 3 _____ Page No. _____

No. 4 _____ Page No. _____

No. 5 _____ Page No. _____

No. 6 _____ Page No. _____

WORKSHEET #3

NAME_____ DATE _____

CAREER LIST

Directions: Write the careers from the D.O.T. in the spaces indicated. Using the salable skill catalogue, indentify the related Salable Skill for any career that is of interest to you.

CAREER	SALABLE SKILL	CAREER	SALABLE SKILL
			271

ANTICIPATED SCHEDULE

NAME_____ DATE_____

SCHOOL_____ GRADE_____

ANTICIPATED CAREER_____

ANTICIPATED SALABLE SKILL_____

COURSE LIST FOR SALABLE SKILL:

_____ _____

_____ _____

_____ _____

Minimum Requirements for Graduation:

Required:

English - 3 Credits
Math - 2 Credits
Science - 2 Credits
(College Bound-Biology)
Social Studies - 2 Credits
(One has to be American History)
P.E. - 2 Credits

Total:

Minimum Credits - 19; Grades 10-12 Fifteen Credits

Educational Plans:

1)___High School 2)___Vocational School 3)___On the Job Training

4)___Apprenticeship Program 5)___Armed Services 6)___Technical School

7)___Jr. College 8)___4-Yr. College 9)___Adult Education

TENATIVE SCHEDULE
9-12

NINTH GRADE SUBJECTS		TENTH GRADE SUBJECTS	
First Semester	Second Semester	First Semester	Second Semester

ELEVENTH GRADE SUBJECTS		TWELFTH GRADE SUBJECTS	
First Semester	Second Semester	First Semester	Second Semester

Special Considerations: Community-Based Career Education Program, Early Completion, Job Entry, Foreign Language, Clep Test-Ask Counselor.

_____
Parent or Guardian Signature

272

MANUAL FOR UTILIZING

THE CAREER INDEX AND CAREER SEARCH

OF THE

CAREER GUIDANCE PROGRAM

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

SEPTEMBER, 1975

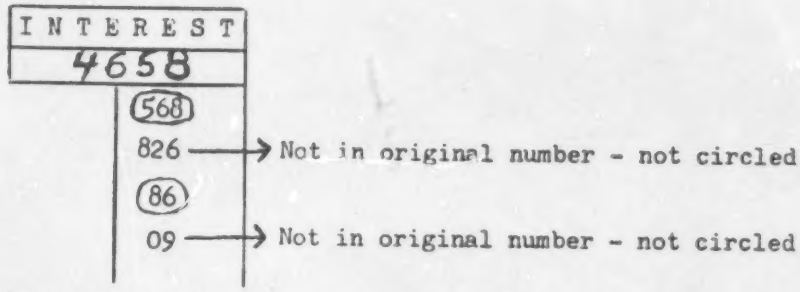
DIRECTIONS FOR COMPLETING THE CAREER INDEX PAGES 8 - 12

INTEREST - COLUMN I

(WHAT I LIKE TO DO)

STEP I: Your task is to circle any number in the interest column where all the digits are included in the number that you wrote in the box under the word Interest. The digits may be in any order. Do not circle any numbers which include digits not contained in the number that you wrote in the box under Interest.

Example:



STEP II: Look over the numbers that you circled and the examples of careers that they represent.

1. If you like what you see, good.

2. If you don't like what you see, underline the numbers that represent career areas you really like.

3. If you have underlined several numbers that represent career areas you really like, check back over the People/Things Interest Survey, and see if you would like to make some changes. Record any changes in the box under INTEREST on page 8.

STEP III: When you are satisfied with the numbers that you selected for interest, write the numbers and statements that those numbers represent on page 15 under Roman numeral II.

STEP IV: Go to page 22, and read the directions for completing columns II and III of the Career Index.

ACHIEVEMENT - COLUMNS II & III

(WHAT I HAVE DONE)

STEP I: In the column of numbers headed Word Skills, on page 8 of the Career Index, circle all numbers that match the number you wrote in the box under Word Skills.

STEP II: Draw a line under any number that is above or below the number that you wrote in the box under word skills and represents a career area that interests you.

STEP III: In the column of numbers headed Number Skills, circle all numbers that match the number you wrote in the box under Number Skills.

STEP IV: Draw a line under any number that is above or below the number you wrote in the box under Number Skills and represents a career area that interests you.

STEP V: Go to page 23, and read the directions for completing column IV of the Career Index.

PAGE NUMBER, VOLUME II, D.O.T.-COLUMN IV

STEP I: Look through the career index, and see if ther is any career for which numbers have been circled in the interest, word skills, and number skills columns. If there is, draw a circle around the page number indicated in the column headed Page No., Vol. II, D.O.T.

The numbers circled in the page number column indicate that you have matched your interest and achievement and that you should seriously consider exploring these areas.

EXAMPLE:

	Interest	Word Skills	Number Skills	Page No. Volume II D.O.T.
Interior Designer	(826)	(1/2)	(3)	(228)

STEP II: Where one or more columns has a line drawn under the number in the interest, word skills or number skills columns, draw a line under the corresponding D.O.T. page number.

The line drawn under the D.O.T. page number indicates that you have not matched your interest and achievement but are <u>really</u> interested in this area.

EXAMPLE:

Interest	Word Skills	Number Skills	Page No. Volume II D.O.T.
(658)	1	(3)	425

STEP III: Study the career areas that are represented by the page numbers you have circled and drawn lines under, and determine which ones will be your first, second, third, and fourth choices. Write 1 beside the page number for your first choice, 2 beside the number for your second choice, 3 beside the number for your third choice, and 4 beside the number for your fourth choice.

EXAMPLE:

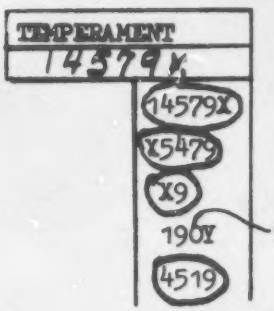
Page No. Volume II D.O.T.	
228	1
425	2
394	3
473	4

Directions: For your first choice, write the required word skills and number skills on worksheet number 1, page 15, under **WHERE YOU NEED TO BE.**

TEMPERAMENT - COLUMN V (WHAT I WOULD ADJUST TO REST)

Step I: In the column of numbers headed Temperament, circle any numbers where all the digits are included in the number that you wrote in the box under the word temperament. The digits can be in any order. Do not circle any numbers which include digits contained in the number that you wrote in the box under Temperament.

For Example:



STEP II: Check the careers that you indicated as first, second, third, and fourth choices to see if you circled the temperament number for those careers. If you did not circle the temperament number for those careers, check the number or numbers that are missing, and look at the temperament survey, page 7, to see if you would consider adding the numbers that you need. Record any changes in the box under TEMPERAMENT on page 8.

STEP III: When you are satisfied with the numbers that you selected for temperament, write the numbers and statements that these numbers represent on page 15 under Roman numeral III.

STEP IV: Complete the List of Values Inventory on pages 13 & 14.

STEP V: Go to page 25 for directions for completing worksheet #2 (page 16).

DIRECTIONS FOR COMPLETING WORKSHEETS #2 AND #3

Step I: On Worksheet #2 (page 16), under the words First Choice, write the D.O.T. page number indicated as your first choice on the career index.

Step II: Go to the page number in volume II of the Dictionary of Occupational Titles (D.O.T.). Write the title which you find at the top of the page on Worksheet #2.

Step III: In the D.O.T., read "Work Performed," "Worker Requirements," "Clues for relating applicants," and "Training and Methods of Entry."

Step IV: On the left side of the page, you will see "Related Classifications." Write the related classifications and corresponding numbers in the spaces indicated on Worksheet #2.

Step V: On the next page of the D.O.T., you will find a list of specific careers. Write the specific careers you would like to explore on Worksheet #3. (page 17).

Step VI: If you are not familiar with some of the careers, look them up in volume I of the D.O.T., and read the definitions.

Step VII Repeat the process outlined in steps I-VI for your 2nd, 3rd, and 4th choices.

COMPLETING THE CAREER SEARCH

Directions: Using any of the following resources, complete the Career Search, (pp. 26-27) for one or more of the careers listed on Worksheet #3.

1. People in the career
2. Parents
3. Teachers
4. Counselors
5. Dictionary of Occupational Titles
6. Occupational Outlook Handbook
7. Encyclopedia of Careers
8. LoveJoys College Guide
9. LoveJoys Vocational Technical Guide
10. Patterson's Vocational Guide
11. Baron's College Guide
12. Books
13. Vertical File
14. Cassette Tapes
15. Filmstrips
16. Chronicle Guidance Kit
17. SRA Guidance Kit

CAREER SEARCH

NAME_____ DATE_____

I. Description of the Career

Specific Career_____

How old must you be before you can become employed?_____

What would you do?_____

_____

_____

_____

What are the advancement or promotion steps?

1. _____
2. _____
3. _____
4. _____

What are your chances for finding work? (Supply and Demand)

_____

_____

II. Working Conditions

Where would you work? _____

_____

What are the working conditions? _____

_____

What are the hours of probable employment? _____

What are the physical demands of the career?

1. Lifting, carrying, pushing, and/or pulling:
   (Circle one) S-10 lbs.; L-20 lbs.; M-50 lbs.; H-100 lbs., V-100 lbs.

   Put a check mark in the indicated spaces:

   _____ 2. Climbing and/or balancing

   _____ 3. Stooping, kneeling, crouching, and/or crawling

   _____ 4. Reaching, handling, fingering, and/or feeling

   _____ 5. Talking and/or hearing

   _____ 6. Seeing--near and far objects, three dimensional, and broad field of vision.

III. Qualification and Training

How much education is required for this career?_____

Where can you get the training you need?_____

_____

Is a license, diploma, or certificate needed?_____

IV. Salary and Benefits

Wages or salary: Beg. _____ Average _____ Maximum _____

How long does it take to reach maximum? _____

Benefits: Group Life Insurance _____ Group Health Ins. _____

Retirement plan _____ Vacation with pay _____

Sick Leave _____ Other _____

_____

V. Entry Jobs(s) That Relate to This Career

Write in the spaces below the entry job or jobs.

_____ _____ _____ _____

How old must you be before you can become employed for this entry job?____

SKILLS THAT YOU HAVE	SKILLS THAT YOU NEED
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What courses or subjects do you need to take in high school or vocational school to prepare yourself for this entry job? List them below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

References for additional sources of information:

_____

_____

_____

_____

How well is this career suited to you?

Perfect _____

Not Sure _____

Don't Like _____

Pieces

Nancye Barrett

A STATUS REPORT ON THE BOP CONSORTIUM

Three Florida counties have united in a mutual benefit enterprise called the Broward, Orange, and Pinellas (BOP) Career Education Consortium. These three Florida school districts have joined together to demonstrate the most effective methods and techniques in career education at the high school level. To do this, each of the districts has designated one high school as a demonstration center.

The total consortium effort involves:

1. demonstrating, immediately, career education components already in operation in the centers
2. drawing to these centers needed components operating in other schools in the districts and other districts in the state and nation so that a comprehensive program is demonstrable in all centers
3. disseminating information concerning the consortium and the centers to other school districts in the state and nation
4. providing interested local, state, and national educators with opportunities to visit the demonstration centers so that they may see career education components in operation and talk with involved administrators, teachers, and students.

Demonstration activities at the centers are based upon a comprehensive model for career education. The activities focus on six areas of career education for students in grades 9 through 12.

Career awareness and exploration experiences focus upon career clusters and the eight career elements for all students (9-12). These activities are incorporated into existing curriculum for all subject areas in general, vocational, and exceptional child education.

Alternative salable skills-oriented programs for probable dropouts (9-12) are geared to improve student attitudes toward school, work, and society and to prepare students for entry into the world of work. The programs focus upon basic reading, communication, and computation skills; exploration of career opportunities; employability skills; and on-the-job training.

Salable skills experience helps each student in grades 11 and 12 to exit school with the skill necessary to perform a selected entry-level job. Salable skills may be acquired through the completion of a course or courses in general, vocational, or exceptional child education programs or through actual employment experience. Student alternatives include vocational education, specialized experiences in general and exceptional child education, employer-based programs, leisure-time activities, community service, and early completion.

Guidance and counseling concurrent with instruction and skills development assists all students (9-12) to examine and evaluate their abilities, achievements, interests, temperaments, and values in relation to career areas. It also helps them to acquire decision-making skills for choosing career options, changing career directions, and planning for the realization of personal career goals.

Counselors and occupational specialists also work with teachers to help them develop strategies for incorporating self-awareness, decision making, values clarification, occupational information, and employability skills into their subject area activities.

Avenues for the utilization of material and human resources in the school and community are developed for all students (9-12) by establishing a school career center, where all career-oriented materials are located; by organizing a career day or career week; by scheduling presentations by guest speakers; and by providing field trips and shadowing experiences.

Placement and follow-up services are provided in accordance with Florida State Law and State Board of Education Regulations to all students (9-12) graduating from or leaving high school. Placement services are geared to assist students in gaining and maintaining employment, continuing their education, or engaging in a combination of employment and further education. Follow-up studies are designed to determine the effectiveness and adequacy of instructional programs and to form the base for curriculum revision.

While the consortium effort focuses primarily upon career education at the high school level, each of the participating school districts has comprehensive models for career education

in operation at the elementary and middle/junior high school levels. Therefore, visitors to the districts with demonstration centers have the opportunity to view an articulated program of career education, kindergarten through the adult years. Because of the proximity of the districts to each other, it is possible for visitors to see all demonstration centers in the course of three or four days.

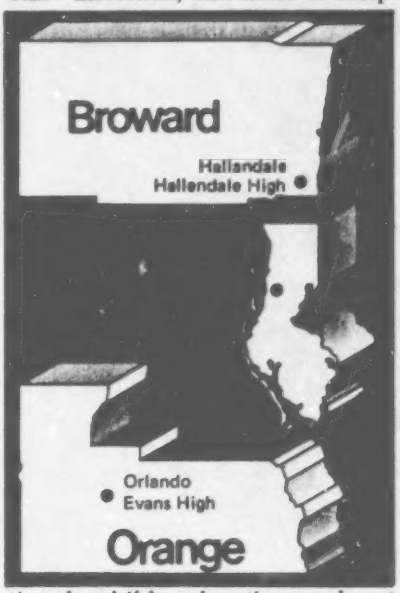
FIRST BOP MINI-CONFERENCE

The members of the consortium met for their first mini-conference on January 15 and 16 in Orlando. The theme of the conference was "Career, Economic, Community Education." More than 125 educators, businesspeople, and community leaders participated in this opportunity to share and exchange ideas, concerns, problems, and possible solutions.

During one sharing session, participants formed special "buzz" groups with their counterparts from each demonstration center. This group format was used to develop a structured exchange of ideas such as problems in each subject area and possible solutions. The groups discussed a wide variety of topics ranging from community-based career education and occupational specialists to foreign languages and vocational education. One person in each group, designated as recorder, listed the identified problems and alternative solutions. Some of the solutions cited were processes, procedures, or strategies already proved workable by others present. The consortium will analyze and review these exchanges and develop an action plan from them that will be shared with those who have given their input.

On the final afternoon of the conference, selected participants demonstrated different ways of using prepared slide programs, sample materials, posters, displays, or charts. The demonstrations covered nine areas and were followed by a panel discussion, summary, and question period.

The demonstrations included: *Knowledge of the Economic System* by Occupational Specialist Nadine Alliston, Tyrone Middle School (Pinellas); *Knowledge of Occupations/Student-Worker Contacts* by Hallandale High School representatives Jody Zeder and Claire Lieberwitz, instructors in exceptional child education and art (Broward); *Guidance in Career Decisions/Alternatives for Potential School Leavers* by Evans High School students, Occupational Specialist Jackie Moore and Career Education Guidance Coordinator Ida Zucca (Orange); *Employment Entry Skills* by Occupational Specialist Peggy Upton from Campbell Park Elementary School (Pinellas); *Placement and Follow-up* by Career Education Supervisor Dick Di Noia assisted by Occupational Specialist Phyllis Roemer of Dunedin High School (Pinellas); *Staff Development* by a team of five Orange County instructors and Career Education staff members; *Community-School Facility Utilization* by Phil Clark, Director of Community Education, University of Florida; *Florida VIEW (Vital Information for Education and Work)* by Director Bill Woolley and Coordinator Bob Ruane; and *Community School Involvement* by Career Education Curriculum Specialist Anne McMichael (Broward) and Dr. James Smith, Nova University.



EPIC SESSION

At the same time conference participants were working in buzz groups, Dr. Thomas Justiz held a business session of EPIC (Educational Progress in Careers). EPIC is a subsidiary of the Florida Council of 100, a group of top corporation and business executives which advises the governor on a variety of matters including education. As project director of EPIC, Dr. Justiz is under contract with the Florida Department of Education to develop an evaluation system for career-economic-community education using the Broward, Orange, and Pinellas districts to validate the system. In this role, he also functions as the evaluator for the consortium effort.

The EPIC evaluation instruments will provide educators with a profile of the product of career education, *the student.* The instruments will collect data in such areas as knowledge of the economic system and occupations, guidance in career decisions, employment entry skills, placement and follow-up, staff development, community involvement, and community school facility utilization. Posttesting of the evaluation instruments is scheduled for March in Broward, Orange, and Pinellas counties.

Attending the EPIC business meeting were Howard Nix, Jr., President, Landmark Banking Corporation, St. Petersburg; State Representative William

Pieces

Conway; Ted Rajchel, Director of Cooperative Education, Florida Technological University; Al Tanke, Assistant Vice-President, Business Development, Landmark Banking Corporation; and Harmon Eason, President, Eason Agency, Inc. Nancye Barrett, Public Information Specialist with Pinellas County Schools, served as special reporter for the meeting.

One major item of business discussed in this session was the special questionnaires for evaluating student progress in such areas as knowledge of the economic system and occupations and the ability to make career decisions. Those present also reviewed an activities checklist that covered two important skill areas: the critical skills most useful to employers and the employment entry skills, both specific and general, needed for each career. In addition, the group discussed the attitudes and skills for acquiring a job, job expectations, interviewing techniques and aids, traits and mannerisms, student attitudes toward school and toward career education, and product data on student performance.

EPIC has also set the area of community involvement as a top priority. Along with keeping the community completely informed, EPIC also stresses the importance of compiling a community resource directory, conducting a community needs survey to evaluate programs and community attitudes, and identifying qualified lay people to be used as volunteers.

CAREER EDUCATION-PROGNOSIS: GOOD

At a luncheon meeting on the final day of the conference, participants listened to remarks about the progress career education has made from guest speaker Dr. Sid High, Associate Director of Career Education, U. S. Office of Education. Dr. High told the audience that "the individual is feeling more and more like a soccer ball, being kicked around in too many directions. All persons need better guidance in controlling their destinies.

"Experiential learning, formerly taken care of in the home or on the farm, has now become more difficult to obtain. It has become less easy to gain ingress into corporations for the purpose of getting work experience as a result of the current economy crisis and the resulting employment situation. All of this contributes to the danger of our students being locked into 'Perpetual Adolescence.'

"Apathy and dissatisfaction among parents, students, and the community as a whole are making it more and more impossible to pass a bond issue. To counteract this disenchantment with educational policies, adjustments are still needed in programs to stress career awareness and skills knowledge.

"In the five years since the inception of career education, six states have now passed laws to make it mandatory and have provided funding. Of the 17,000 school districts, 5,000 now have some semblance of career education in progress. Development is accelerating from outside forces such as the U. S. Chamber of Commerce, civic and manufacturing leagues, ethnic groups, etc. A coalition of effort and endorsement, together with changing attitudes, has facilitated the acceptance of career education.

"The 1974 Congress passed an educational amendment to fund demonstration projects in a variety of sections, providing a federal base for career education. A total of 880 proposals were submitted from the various states. New Hampshire, California, and Florida are leading the way in pioneering to prove the validity for continuing funding by Congress.

"In the first reports, the K-12 program has proved itself, resulting in 100 million dollars in funds being recommended. A House Bill to that effect was introduced December 4, 1975, scheduled for early spring action, with appropriations to be made based on population of the states. Prognosis for passage is good.

"As a top priority, now we must be able to evaluate the past five years of progress as good evidence that IT'S WORKING! Valid testing data must be interpreted to be utilized as evidence – academically defensible proof of the value of career education.

"The next major thrust must be in the post-secondary level of education. Adjustments must be made to infuse career education developments into colleges. Pilot experimentation here will call for complete collaboration and greater use of the total community in education, involving those in formal education, the business community, and the home. This team effort will make our continued progress a reality."

One recurring theme throughout the conference was the tremendous importance of keeping the community informed and involved in the career education program in order to gain continued acceptance and support. This can best be accomplished by working toward a better public image; by telling the Career Education Success Story; and by presenting programs at various civic, business, and other clubs to gain more converts to the value of career education in our changing world economy. In addition, congressmen and legislators should be kept informed about career education so that it will continue to be a high priority item for funding.

In view of the success of this first conference, consideration is being given to an invitational meeting for state career education directors. A three-county (BOP) mini-conference dealing with elementary and middle school levels of the consortium model is also being discussed. Indications are that the mini-conferences will become an annual event giving those involved in career education a chance to share and exchange their ideas, concerns, problems, and possible solutions.

For information regarding the Demonstration Senior High School – A Career Education Consortium Effort, contact Mr. Robert Megow, Orange County Career Development Program, 410 Woods Avenue, Orlando, Florida 32805, Telephone 305/841-7546. **FVJ**

Name _____ Position _____ APPENDIX K

Street _____ City _____ Zip_____

DIRECTIONS: Please check the following areas that reflect programs which are now ongoing in your state. Where specific schools/district can be identified, please indicate.

1. ____ Career awareness and exploration experiences for all students. (The fusion of academic, vocational, and guidance strategies into the curriculum.)

   School/District site (School, City,State) _____

   _____

2. ____ Alternative salable skills oriented program for probable dropouts. (Such programs that aid improvement students attitudes towards school, work and society.)

   School/District site (School, City, State) _____

   _____

   _____ Basic reading
   _____ Communication
   _____ Computation skills
   _____ Exploration of career opportunities
   _____ Employability skills
   _____ On the job training

3. ____ Salable skills experience for all students 9-12. (Programs that enable students to exit the system with a skill necessary to perform a selected entry level job.)

   School/District site (School, City, State) _____

   _____

   _____ Vocational education
   _____ Students receive specialized experiences in:

   _____ General and exceptional child education
   _____ Employer based programs
   _____ Leisure time activities
   _____ Community service
   _____ Early completion of high school

4. ____ Guidance and counseling concurrent with instruction and skills development for all students 9-12.

   School/District site (School, City, State) _____

   _____

   _____ Help students to examine and evaluate their abilities, in relation to career areas.
   _____ Help students to examine and evaluate their achievements in relation to career areas.

4. (continued)

_____ Help students to examine and evaluate their interests, in relation to career areas.
_____ Help students to examine and evaluate their temperatments in relation to career areas.
_____ Help students to examine and evaluate their values in relation to career areas.
_____ Help students to acquire decision-making skills for choosing options.
_____ Help students to acquire decision-making skills for changing career directions.
_____ Help students to acquire decision-making skills in order to plan for the realization of personal career goals.
_____ Help counselors and occupational specialists work with teachers to develop strategies for incorporating self-awareness, decision-making, values-clarification, occupational information, and employability skills in their subject area activities.

5. ____ Avenues for utilization of the material and human resources of the school and community for all students 9-12.

School/District site (School, City, State) _____

_____

_____ Processes for utilization of resources include the establishment of a school career center, where all career-oriented materials are located.
_____ Organization of a career day or career week.
_____ Scheduling of presentation by guest speakers.
_____ Provisions for field trips.
_____ Provisions for shadowing experiences.

6. ___Placement and follow-up services for all school graduates and leavers, 9-12.

School/District site (School, City, State) _____

_____

7. ____ Other operating components listed, that could be incorporated into the Senior High Consortium effort

School/District site (School, City, State) _____ _____

_____

broward
orange
pinellas

CAREER E

"HIGHLIGHTS"
From
STATE CAREER EDUCATION CONFERENCE

More than 200 representatives from many parts of Florida, and some from other states; California, Ohio, Pennsylvania and Illinois, converged on Tampa, May 10-12.

The event was the fifth annual Career Education Conference, held at the Holiday Inn Central, co-hosted by the Career Education Personnel Training Center, Pinellas: the Broward, Orange and Pinellas Counties High School Career Consortium, with sponsorship by the Division of Vocational Education, Florida Department of Education.

Dr. Margaret E. Ferqueron, State Coordinator for Career Education, introduced main speakers, including Dr. Kenneth Hoyt, Washington, D.C., Director, Office of Career Education in both House and Senate.

Other speakers for the various seminars were Dr. N.L. McCaslin, Research Specialist, Center for Vocational Education, Ohio State University; Dr. James A. Dunn, Director of Developmental Systems, American Institute for Research, Palo Alto, California; Dr. Ralph Baker, Director of Planning and Orientation, Experience Based Career Education, San Francisco, California.

The keynote address was given by Chicago Alderman, Roman Pucinski, a member of the National Advisory Council on Vocational Education and former Congressman. His topic was "Career Education NOW".

The remainder of the conference was given to presentations on the BOP (Broward, Orange, Pinellas) Consortium effort which is aimed particularly at the high school level using demonstration high schools. An overview was presented by Bill Ripley, Orange County Program Coordinator, assisted by Bill Rennie, Pinellas, and Anne McMichael, Broward.

The final morning session was given to the Pinellas Career Education Personnel Training Center, with Myrtle Hunt, Director and her staff elaborating upon the set of modules developed for sharing with other areas. Career Education Specialist training was described.

Breaking up into small discussion groups participants rotated among topics such as "Community Based Career Education", Salable Skills", "Extended Program for Probable Drop Outs", "Community Resource Information System", Career Exploratory Process", and "Career Education Through Subject Areas".

A Problem Solving Panel concluded the conference by discussing the major areas of concern and questions previously submitted.

APPENDIX L

DUCATION CONSORTIUM

BOP PRODUCTION IN REVIEW

The Consortium successfully launched in 1975, featured a stellar cast of participants, led by Anne McMichael (Broward), Bill Ripley (Orange), and Bill Rennie (Pinellas).

With the stage set for progress, activities and events of the project were featured in two "Florida Vocational Journal" professional articles, nationwide announcement in "Career Education News" (McGraw Hill), and two newsletters distributed statewide. A descriptive brochure was developed for circulating to educators additional information, and a folder was designed and printed as a preorientation package, as requested by potential participants in a similar plan.

Orange County's slide-tape program was developed to further increase information about the Consortium model.

Presentations have been made to a variety of interested groups at state meetings. Response has been enthusiastic.

Several newspaper articles have given the Consortium "rave reviews" for performances to date.

Mini conferences have augmented the sharing of information.

Even with most school districts feeling the budget pinch, a reasonably significant number of requests and visitations to the project, continue.

CBCE IS TAKING OFF!

Orange County launched its Community Based Career Education Program at Evans Senior High School, a consortium demonstration site, earlier this year. Now, with many months of developmental experience behind the program, plans are being formulated to expand the effort the coming 1976-77 school year.

Community-Based Career Education (CBCE) is a different type of education for secondary students. While students in traditional programs attend classes in high school, CBCE students work on projects in the community. To learn about work, they shadow persons on-the-job and literally go to school in the community.

The aim of CBCE is to give school students an opportunity to experience career options through placement in various community job opportunities. Students spend the equivalent of four days a week on-the-job, without pay, and one day at their home-base schools. On the job site, students follow a regular workday schedule and work with a designated resource person. The academic portion of the program is held at the school, with a CBCE coordinator who is responsible for the total program and maintains contact with the student on the job. In the process, students earn academic credit while mastering some of the skills they will need to negotiate successfully the world of adult living.

A Senior High School Demonstration Effort

Competent adults from all sections of the community share their daily activities, skills, and knowledge with the students. Through this cooperative effort, students often become motivated to learn because they develop positive attitudes toward learning.

Learning experiences in CBCE are tailored to the individual needs, goals, abilities, and learning styles of each student. Through real-world interactions with adults CBCE students learn about careers, about life, about other people, about themselves. Students also learn the basic reading and mathematics skills they need to get a job and earn a living. They begin to understand life skills such as critical thinking, and personal and social development. In addition, students learn functional citizenship and creative development. They gain competence in the skills needed to function effectively in a technological society. They learn to be responsible by helping to design their own learning activities. In addition, students follow a set of accountability skills that parallel those which working adults are expected to maintain on the job.

Activities in employability skills, career awareness, and career exploration are also provided. Basic academic skills are enhanced by individualized activities which relate community experiences to reading and writing skills, communication, computation, and the social and physical sciences.

Perhaps most important, students in CBCE learn how to learn. They find out how to plan learning activities to help identify and achieve their goals. They quickly discover how to find and use the resources in the community and how to build upon experiences. Learning becomes a lifelong process with its own rewards.

With CBCE, the city is the campus. Would-be professionals, secretaries, fire fighters, health workers, and dental assistants can shadow their counterparts in the working world. Through observing what really happens on the job, these students will be better able to make career decisions based on facts rather than assumptions or fantasies about what working is really like.

For further information, contact Mrs. Susan Key, CBCE Coordinator, Evans Senior High School, Orlando, Florida, 305-295-5100.

INDIVIDUAL DISTRICT CONTACT PERSONS:

Broward County

Mrs. Anne McMichael
Walker Annex
1001 NW 4 Street
Ft. Lauderdale, FL 33311
305 - 765-6480

Orange County

Mr. Robert Megow
410 Woods Avenue
Orlando, FLA 32805
305 - 841-7546

Pinellas County

Mrs. Myrtle Hunt
3230 - 9th Avenue South
St. Petersburg, FL 33712
813 - 895-3671

broward
orange
pinellas

CAREER E

FIRST BOP MINI-CONFERENCE

The members of the consortium met for their first mini-conference on January 15 and 16 in Orlando. The theme of the conference was "Career, Economic, Community Education." More than 125 educators, business-people, and community leaders participated in this opportunity to share and exchange ideas, concerns, problems and possible solutions.

During one sharing session, participants formed special "buzz" groups with their counterparts from each demonstration center. This group format was used to develop a structured exchange of ideas such as problems in each subject area and possible solutions. The groups discussed a wide variety of topics ranging from community-based career education and occupational specialists to foreign languages and vocational education. One person in each group, designated as recorder, listed the identified problems and alternative solutions. Some of the solutions cited were processes, procedures, or strategies already proved workable by others present. The consortium will analyze and review these exchanges and develop an action plan from them that will be shared with those who have given their input.

On the final afternoon of the conference, selected participants demonstrated different ways of using prepared slide programs, sample materials, posters, displays, or charts. The demonstrations covered nine areas and were followed by a panel discussion, summary, and question period.

WHAT IS CBCE?

Orange County now has an operational CBCE program at Evans Senior High. Pinellas County is ready to follow suit with plans to implement a similar program beginning with the 1976-77 school year.

Community Based Career Education (CBCE) is a fundamentally different type of education for secondary students. While students in traditional programs attend classes at the high school, CBCE students work on learning projects in the community. Learning experiences in CBCE are tailored to the individual needs, abilities, learning styles and goals of each student. CBCE guidance is not an appointment with a counselor, but ongoing relationships with a variety of adults in real life situations.

Through real world interactions with adults, CBCE students learn about careers, about life, about other people, about themselves. In addition to information about their relationship to the working world and to specific careers, students learn the basic skills of reading, mathematics and communication and the life skills of critical thinking, science, personal and social development, functional citizenship and creative development. They gain competence in the skills adults need to function effectively in a technological society. They learn to be responsible by helping to design their own learning activities and by following a set of accountability standards that parallel the standards working adults are expected to maintain on the job.

Perhaps most importantly, students in CBCE learn how to learn: how to plan learning activities to help them identify and achieve their goals, how to find and use resources in the community and how to build on experiences. Learning becomes for them a lifelong process with its own rewards directly related to each individual's personal choices and goals.

ROUND II

The clock is ticking away on Round I for the Broward, Orange, and Pinellas Career Education Consortium effort. The coordination of the demonstration senior high model has made a lasting impact in each respective county. Even when the going got tough, the exchange of strengths in programs, the sharing of ideas, and the development of new senior high career education efforts together, has made all the hard work truly rewarding.

A resubmission proposal awaits consideration in the U.S. Office of Education to fund Round II of the (BOP). Some distinctive features of next year's effort would be to plan and conduct a national invitational conference for secondary school administrators, to continue to expand operational components at each demonstration site so that a comprehensive career education program is demonstratable in all centers, and that replication services/opportunities be provided to other schools within the consortium districts and interested districts in the state and nation.

When Round II begins, you'll hear from us with a big hurray!

DUCATION CONSORTIUM

HIGHLIGHTS OF THE SALABLE SKILLS PROGRAM
BROWARD COUNTY

A program for the development and verification of salable skills is under way on a pilot basis in four Broward County High Schools: Cooper City, Coral Springs, Piper, and the consortium demonstration site, Hallandale Senior High. The term salable skill has been defined to mean, the employability skills necessary to perform a selected entry-level job; the ability to obtain and retain such a job (e.g., interviewing, completing applications, developing proper attitudes, good human relations and effective work behavior).

Through the implementation of the program, high school students are provided opportunities to acquire salable skills through completion of a course, or courses, in general, vocational, or exceptional student education or through actual employment experience.

The basic components include guidance, employability skills, salable skills, and certification.

Briefly described:

1. **Guidance**
   In the ninth grade, students participate in a comprehensive career guidance program which enables them to identify and evaluate their achievements, interests, temperaments and values in terms of career opportunities and to develop a four-year plan of education which includes identification of their salable skill and corresponding courses.
2. **Employability Skills**
   Students also receive employability skills instruction through their language arts program in ninth grade. At the tenth, eleventh and twelfth grades, they are provided opportunities for reinforcing these skills through courses in vocational education and language arts. As part of their preparation for exit from school, students will be evaluated in terms of employability skills and those showing deficiencies will be cycled through a two - to three day review program.
3. **Salable Skills**
   Salable skills alternatives are provided through courses in general, vocational, exceptional student education or through actual employment experience to all participating students at each grade level. After their initial selection as part of pre-registration for the first semester of the tenth grade, opportunities are provided to change as they register each semester thereafter. Selections are made from a catalogue of salable skills. Salable Skill Course requirements and performance criteria have been linked to subject/program areas throughout the senior high curriculum.
4. **Certification**
   At graduation, students will receive a "Salable Skill certificate" which verifies that they have met the necessary course requirements and/or performance criteria for the salable skill selected. Certificates based upon course work are signed by an appropriate instructor.

The total salable skills program has had community/business and industry involvement from the start and reflects the needs and thinking of those who eventually employ students after graduation. In the course of the 1975-76 school year, approximately 350 high school staff members and 2400 ninth grade students will have been involved in the initiation of the program unique to Florida. The program has drawn visitors from across the state.

VISITING FIREMEN [FIREPERSONS ! ?&]

Despite the limited availability of travel funds, a significant number of educators have visited the demonstration centers at Hollendale, Evans, and Dunedin Senior High Schools. The overwhelming reaction to the operational components should have a far reaching impact throughout the state and nation. Areas represented have been California, New Mexico, Illinois, New Hampshire and Massachusetts.

APPENDIX L

A Senior High School Demonstration Effort

SHOWCASE ON DISPLAY

A smorgasbord of "how to do it" career education ideas and strategies will be available for sampling by all district directors of career education and other interested educators at the annual state-wide Career Education Conference, May 10th - 12th, at the Holiday Inn Central, Tampa, Florida.

The importance of this conference is signified by the presence of such notables as Dr. Ken Hoyt, Director of Career Education, U.S. Office of Education, Mr. Ralph Turlington, Commissioner of Education, State of Florida and Mr. Joe D. Mills, Director, Division of Vocational, Technical, and Adult Education.

The Broward, Orange, and Pinellas (BOP) consortium will be a major presenter and will afford participants the opportunity to see various senior high components demonstrated. Another United States Office of Education, funded project will also exhibit. The Pinellas County Career Education Training Center will display an array of teacher training materials which they have developed and field tested under the training project. "A sharing session personified."

BOP + EPIC = BOPE = evaluation!

The responsibility for administering the evaluation design has been undertaken by the Florida EPIC Project. Educational Progress in Careers, a non-profit corporation, is an affiliate of the Florida Council of 100, a group of leading businessmen in the state which advsies the governor in a variety of matters, including education. The director of EPIC, Dr. Thomas B. Justiz is under contract with the Florida Department of Education to develop an evaluation system for career-economic-community education using the Broward, Orange, and Pinellas districts to validate the system. In this role, he also functions as the evaluator for the consortium effort.

The EPIC evaluation instruments will provide educators with a profile of the product of career education, the student. The instruments will collect data in such areas as knowledge of the economic system and occupations, guidance in career decisions, employment entry skills, placement and follow-up, staff development, community involvement, and community school facility utilization. Post-testing of the evaluation instruments was completed in March with results to be available soon. The utilization of these instruments will have far reaching state and national impact upon the evaluation effort in Career Education programs.

TIP OF THE O' HAT!

Several people deserve special thanks for serving on the BOP Steering Committee. Representatives from the private sector were asked to serve in an advisory capacity to bring the needed perspective of business and industry to the consortium.

Al Tanke, Assistant Vice President for Business Development, The Landmark Banking Corporation of Florida, Ft. Lauderdale, Florida, Ted Raichel, Director, Cooperative Education, Florida Technological University, member of the Education Committee, Orlando Chamber of Commerce, Orlando, Florida, and Harmon Eason, President of Eason Insurance, Dunedin, Florida, have been significant contributors in the development of the demonstration senior high effort. It is this kind of involvement which will enable educators to make schools more reflective of the actual needs in the community.

Other community members included the project Directors from each county, demonstration site principals and coordinators from each county, county level administrators and the EPIC Project Director.

Thanks for helping us get the job done!

INDIVIDUAL DISTRICT CONTACT PERSONS:

Broward County

Mrs. Anne McMichael
Walker Annex
1001 NW 4 Street
Ft. Lauderdale, FL 33311
305 - 765-6480

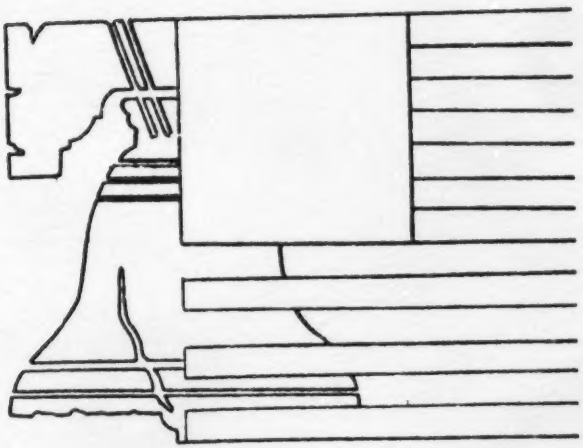
Orange County

Mr. Robert Megow
410 Woods Avenue
Orlando, FLA 32805
305 - 841-7546

Pinellas County

Mrs. Myrtle Hunt
3230 - 9th Avenue South
St. Petersburg, FL 33712
813 - 895-3671

CAREER
ECONOMIC
COMMUNITY
EDUCATION
CONFERENCE



JANUARY 15-16, 1976

HIGH Q INN

ORLANDO, FLORIDA

APPENDIX M

Panel Members

Moderator: Dr. James Smith, Director of Upper House, University School of Nova University

Members:

Phil Anderton, Student, Evans High School, Orange County

John Blank, Executive Assistant Superintendent for Curriculum and Instruction, Pinellas County

Martha Brinklow, English Department Chairperson, Dunedin Senior High School

David Hogg, Principal, Hallandale High School, Broward County

Anne McMichael, Curriculum Specialist, Broward County Career Education Project

Jackie Moore, Occupational Specialist, Evans High School, Orange County

Pat Spoone, Counselor, Evans High School, Orange County

Bill Woolley, Project Manager, Florida VIEW

Florida occupations, and where in Florida they may receive State supported training, be it at a vocational center, community college or a university.

Presentators: Bill Woolley, Director, Project VIEW

Bob Ruane, Coordinator, Project VIEW

9. Community School Involvement:

Involve the total community population in the planning, implementation and evaluation of educational programs . . . so that the attitudes and resources of community members will be incorporated in these programs.

Presentators: Anne McMichael, Curriculum Specialist Broward County Career Education Project

Dr. James Smith, Director of Upper House University School of Nova University

PRESENTED BY

Broward County Career Education Project

Dave Fitzpatrick, Director

Orange County Career Development Program

Robert Megow, Director

Pinellas County Career Education Project

Myrtle Hunt, Director

EPIC Project

Tom Justiz, Director

PROGRAM COMMITTEE

Tom Justiz, Director

EPIC

Anne McMichael, Curriculum Specialist

Broward County Career Education Project

Bill Rennie, Supervisor of Secondary Career Education

Pinellas County Career Education Project

Bill Ripley, Program Coordinator

Orange County Career Development Program

TABLE OF CONTENTS

	Page
Agenda	1
Sharing Sessions - Areas and Participants . .	3
Demonstration Session - Components and Presentators	7
Panel Members	11

6. Staff Development:

Provide in-service training for administrators and staff, using career and economic education strategies. Continually encourage grading based on the completion of assigned tasks with a minimum of supervision . . . so that students can develop self-confidence through trial and error performances at their own pace, and gain greater motivation to try and complete other tasks with less supervision.

Presentators: Patricia Arredondo, Curriculum Research Associate, Orange County Career Development Program,

Barbara Close, Mathematics Instructor Union Park Jr. High School, Orange County

Kathleen Gordon, Career Development Specialist, Orange County Career Development Program

Jim Murray, Career Development Specialist, Orange County Career Development Program

Mike Smith, Social Studies Instructor Howard Jr. High School, Orange County

7. Community-School Facility Utilization

Encourage the cooperation of school-community agencies for more efficient and flexible (year-round - round-the-clock) use of community facilities, resources, programs, and personnel; so that educational, recreational, and cultural services may be provided for every interested member of the community.

Presentator: Phil Clark, Director of Community Education, University of Florida

8. Florida VIEW (Vital Information for Education and Work):

Provides current information to Florida students about

even as they anticipate changes in careers. Encourage potential early school leavers to enter programs which offer opportunities to develop skills in basic reading, communications and computation, career exploration, and skills for acquiring and working on a job.

Presentators: Jackie Moore, Occupational Specialist Evans High School, Orange County

Ida Zucca, Guidance Coordinator. Orange County Career Development Program

Students - Evans High School - Phil Anderton, Bruce Copenhaver, Kathy Greene, Cheryl Hunter, Jackie Laws

4. Employment-Entry Skills:

Continually demonstrate how academic and vocational skills are used in the working world through a wide variety of "hand-on" experiences, with emphasis on the skills required for different phases of employment and for acquiring a job, with appropriate certification for mastering specific skills . . . so that students will be encouraged to believe that because of their education they will not only fit in, but will eminently succeed in our economic world.

Presentator: Peggy Upton, Occupational Specialist, Campbell Park Elementary School, Pinellas County

5. Placement and Follow-Up:

Develop placement and follow-up roles for occupational specialists, counselors, teachers, and parents . . . so that all students may be given the opportunity of employment or some other appropriate placement, such as higher education, before leaving school.

Presentator: Richard DiNoia, Supervisor of Placement and Follow-up Services, Pinellas County

AGENDA

January 15, 1976

5:00 P.M. to 7:30 P.M. - EPIC Board of Director's Meeting - Top floor of the High Q Inn

7:30 P.M. to 11:30 P.M.- Hospitality Session for EPIC members, Florida Legislators and school personnel from Broward, Orange and Pinellas School Districts. Citrus Ballroom, Main Floor, High Q Inn

January 16, 1976

9:00 A.M. to 9:30 A.M. - Registration - All conference guests and participants - Main Floor, High Q Inn

9:30 A.M. to 9:45 A.M. - Orientation - Florida Legislators and school personnel from Broward Orange and Pinellas School Districts - Citrus Ballroom, Main Floor, High Q Inn

9:45 A.M. to 11:30 A.M.- Career Education Sharing Sessions- Florida Legislators and school personnel from Broward, Orange and Pinellas School Districts - Citrus Ballroom, Main Floor High Q Inn

11:30 A.M. to 11:45 A.M.-Question and Answer Session - Florida Legislators and school personnel from Broward, Orange and Pinellas School Districts - Citrus Ballroom, Main Floor High Q Inn

12:00 A.M. to 1:15 P.M. - Luncheon - Orange Tree Room
All conference guests and participants -
Welcome - Dr. L. Linton Deck, Jr., Superintendent, Orange County Schools
Keynote Address - Dr. Kenneth B. Hoyt, Director of Career Education, U. S. Office of Education

1:30 P.M. to 2:55 P.M. - Career-Economic-Community Education Demonstration - All conference guests and participants - Citrus Ballroom, Main Floor, High Q Inn

3:05 P.M. to 3:30 P.M. - Panel Discussion - Dr. James Smith, Moderator - Citrus Ballroom, Main Floor, High Q Inn

DEMONSTRATIONS

Components and Presentators

1:30 P.M. to 2:55 P.M.

1. Knowledge of the Economic System:

Help students and teachers to understand the development and workings of our economic system . . . so that students may become aware that society is offering them an opportunity to prepare for a career and to provide for themselves in an economic world.

Presentator: Nadine Alleston, Occupational Specialist Tyrone Middle School, Pinellas County

2. Knowledge of Occupations/Student-Worker Contacts:

Continually encourage students to review labor-market information and to explore a multitude of work options. Continually encourage students to make contact with all levels of working adults, at the schools and in offices, plants and other places of work throughout the community . . . so that students will be better able to qualify their interests before choosing specific careers and related life styles.

Presentators: Jody Zeder, Instructor, Exceptional Child Education, Hallandale High School, Broward County

Claire Lieberwitz, Art Instructor, Hallandale High School, Broward County

3. Guidance In Career Decisions/Alternatives For Potential Early School Leavers:

Encourage students to plan systematically for a career and to seek out the assistance of counselors, parents, teachers, occupational specialists, employers and friends, when considering different careers . . . so that students will become better prepared to make realistic career choices, in terms of their own interests, abilities, achievements and limitations,

b. Mickey Raines, Art Instructor, Dunedin High School, Pinellas County

Station 12: Alternatives for Probable Dropouts

a. Millard McAninch, Work Experience Teacher Coordinator, Evans High School, Orange County

b. Joan Mignerey, Reading Specialist, Dunedin High School, Pinellas County

c. Wana Senter, Assistant Principal, Evans High School, Orange County

Station 13: Exceptional Child Education

a. Merrick Groves, Instructor, Evans High School, Orange County

b. Jody Zeder, Instructor, Hallandale High School, Broward County

c. Martha Brinklow, Instructor, Dunedin High School, Pinellas County

Station 14: Administration

a. Myron (Sam) Singhaus, Principal Evans High School, Orange County

b. David Hogg, Principal, Hallandale High School, Broward County

c. Frances M. Freeman, Principal, Dunedin High School, Pinellas County

d. Dale Brushwood, Assistant Principal Evans High School, Orange County

SHARING SESSIONS

Areas and Participants

9:45 A.M. to 11:30 A.M.

Station 1: Community Based Career Education

a. Sue Key, C.B.C.E. Specialist, Evans High School, Orange County

b. Sharon McDonald, Business Education Instructor, Dunedin High School Pinellas County

c. Sharon Nichols, Business Education Instructor, Dunedin High School, Pinellas County

Station 2: Guidance and Counseling

a. Pat Spoone, Guidance Counselor and Department Chairperson, Evans High School, Orange County

b. Charles Ward, Demonstration Coordinator Hallandale High School, Broward County

c. Kenneth Zoph, Guidance Counselor, Dunedin High School, Pinellas County

Station 3: Media Center and Library

a. Connie Stevens, Librarian and Department Chairperson, Evans High School, Orange County

b. Elayne Lash, Media Specialist, Hallandale High School, Broward County

c. Coral Wurzel, Media Specialist, and Department Chairperson, Dunedin High School, Pinellas County

Station 4: Occupacional Specialists

a. Jackie Moore, Occupational Specialist Evans High School, Orange County

b. Sally Buske, Occupational Specialist Hallandale High School, Broward County

c. Phyllis Roemer, Occupational Specialist, Dunedin High School, Pinellas County

d. Louise Billingslea, Occupational Specialist, Orange County Career Development Program, Orange County

Station 5: Language Arts

a. Carmen Lawrence, Instructor, Evans High School, Orange County

b. Clara Williams, Instructor and Department Chairperson, Hallandale High School, Broward County

c. Susan Snare, Instructor, Dunedin High School, Pinellas County

Station 6: Mathematics

a. Sherrie Branyon, Instructor and Department Chairperson, Evans High School, Orange County

b. Joe Jones, Instructor and Department Chairperson, Hallandale High School, Broward County

c. Richard Mignerey, Instructor, Dunedin High School, Pinellas County

Station 7: Science

a. Glynette Brown, Instructor, Evans High School, Orange County

b. Donna Stull, Instructor and Department Chairperson, Hallandale High School, Broward County

c. Ralph James, Instructor, Dunedin High School, Pinellas County

Station 8: Social Studies

a. Nancy Highsmith, Instructor, Evans High School, Orange County

b. Hart Boesel, Instructor, Hallandale High School, Broward County

c. James Watters, Instructor, Dunedin High School, Pinellas County

Station 9: Foreign Language

a. Jeri Thomas, Instructor, Hallandale High School, Broward County

b. Marion Shield, Instructor and Department Chairperson, Dunedin High School Pinellas County

Station 10: Vocational Education

a. Johnnie May Subbs, Home Economics Instructor and Department Chairperson Evans High School, Orange County

b. Louella Bonoff, Home Economics Instructor and Department Chairperson Dunedin High School, Pinellas County

Station 11: Related Arts

a. Claire Lieberwitz, Art Instructor, Hallandale High School, Broward County

APPENDIX J

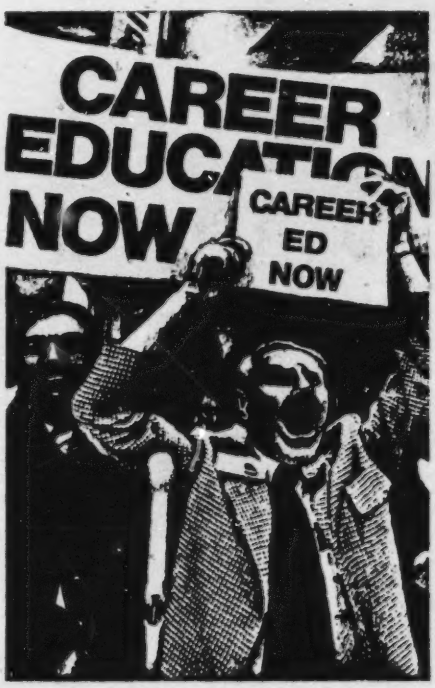
Keeping Up
WITH CAREER EDUCATION

Career Education Conference Held

The Fifth Annual Career Education Conference held in Tampa on May 10-12 provided all participants with an informative look at career education programs in Florida and other states. Centered around the theme of review of progress, the conference included work sessions on implementation and evaluation strategies, future funding, model program operation, and personnel training.

Over 200 participants from Florida, Alabama, California, Ohio, Illinois, and Pennsylvania attended the two and one-half day event which was hosted by the Pinellas County Career Education Personnel Training Center and the Broward, Orange, and Pinellas County Career Education Consortium.

The keynote address, entitled "Career Education Now," was given by Chicago Alderman Roman Pucinski who has been an active promotor of career education since its inception. Dr. Kenneth Hoyt, Director of the U.S. Office of Education's Office of Career Education conveyed a national perspective on the current status of career education programs and legislation. He also announced a national invitational conference on career education to be held in Dallas in early November. Affectionately called "Woodstock" in anticipation of the turnout, the Dallas conference is slated to be the largest and best career ed conference yet.



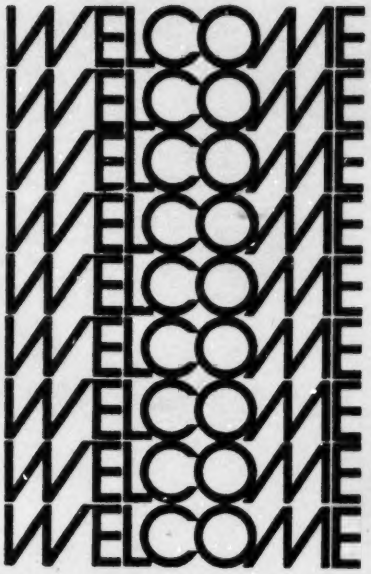
Other out-of-state presenters included: Dr. N. L. McCaslin, Research Specialist, Center for Vocational Education, Ohio State University; Dr. James A. Dunn, Director of Developmental Systems, American Institute for Research, Palo Alto, California; Dr. Ralph Baker, Director of Planning and Orientation, Experience-Based Career Education, San Francisco, California.

In addition to the information-giving sessions, there were several presentations and panel discussions which focused on problem-solving. By sharing some ideas and strategies used in their own programs, presentors and panel members were able to demonstrate problem-solving techniques which might be useful to other career educators. These sessions centered around Florida programs such as the Community-Based Career Education Program in Pinellas and Orange Counties; the Salable Skills Project in Broward County; the Extended Program for Problem Dropouts in Fort Lauderdale; and the Community Resource Information System in Orange County.

The conference was conducted by Dr. Margaret Ferqueron, State Career Education Director, and sponsored by the Division of Vocational Education, State Department of Education.

APPENDIX N

5TH ANNUAL
5TH ANNUAL
5TH ANNUAL
5TH ANNUAL
5TH ANNUAL
CAREER EDUCATION
CONFERENCE
MAY 10-12, 1976
A NATIONAL INVITATIONAL CONFERENCE



Co-hosted by:
The Career Education Personnel Training Center, Pinellas County, Florida
The Broward, Orange, and Pinellas County High School Career Education Consortium
Sponsored by:
The Division of Vocational Education, Florida Department of Education
Ralph D. Turlington, Commissioner
Published by:
Career Education Center
©State of Florida, Department of State, 1976

The Spring Career Education Conference is committed to increasing understanding and support of career education programs in Florida and around the country.

The conference will accomplish its objectives by including among its participants those people now actively involved with career education planning, implementation, and evaluation.

Objectives of the conference are:

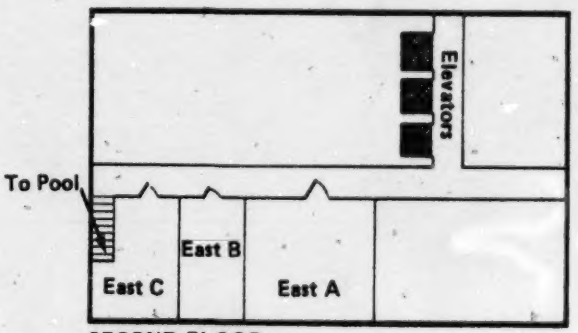
to increase participants' awareness of relevant and new commercial materials

to afford participants the opportunity to share ideas and materials

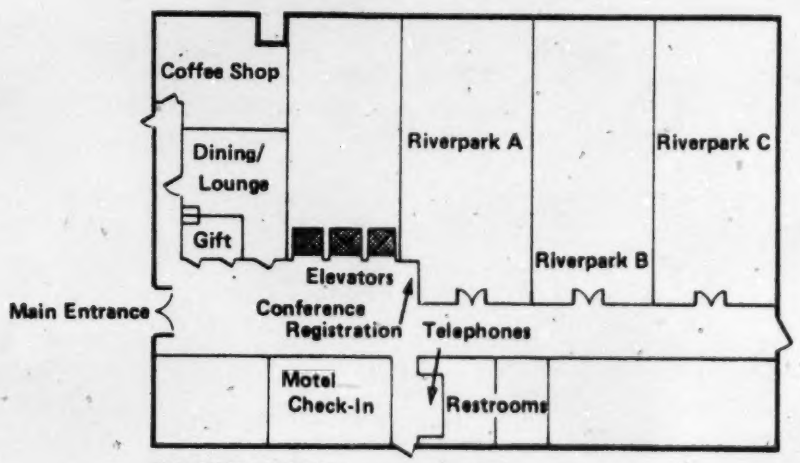
to make participants cognizant of career education developments in the state's schools, grades K-12

to convey basic fund-raising information to individuals and institutions interested in increasing support for career education

to provide conference participants with an update on state and national developments in the areas of career education evaluation, fund raising, model program operation, and personnel training.



SECOND FLOOR



GROUND FLOOR

A REVIEW OF PROGRESS

SUNDAY, MAY 9

7:00 – 9:00 Registration

MONDAY, MAY 10

9:00 – 12:00 Registration
10:30 – 12:00 Exhibits Open
12:00 – 1:00 Lunch (make your own arrangements)
1:00 – 1:15 Introductions and Welcome–
Dr. Roger Nichols
Deputy Commissioner for Educational Management
Florida Department of Education

Mr. C. M. Lawrence
Assistant Director
Division of Vocational Education
Florida Department of Education

1:15 – 1:30 Explanation of Conference Format–
Dr. Margaret E. Ferqueron
Coordinator, Career Education
Florida Department of Education

1:30 – 2:30 Evaluation in Career Education–
Dr. N. L. McCaslin
Research Specialist
Center for Vocational Education
Ohio State University

2:30 – 2:45 Break

2:45 – 4:00 Future Funding for Career Education–
State: Mr. C. M. Lawrence
Assistant Director
Division of Vocational Education
Florida Department of Education
Federal: Dr. Kenneth Hoyt
Director Office of Career Education
USOE

4:00 – 7:00 Exhibits Open

TUESDAY, MAY 11

8:00 – 9:15 Coffee and Rolls in Exhibit Area

9:15 – 10:30 A Status Report on the Final Development and Field Testing of the NIE Comprehensive Career Education Modules Materials–
Dr. James A. Dunn
Director of Developmental Systems
American Institutes for Research
Palo Alto, California

10:30 – 10:45 Break

10:45 – 12:00 Experience-Based Career Education–
Mr. Ralph Baker
Director of Planning and Orientation
EBCE Program
Far West Laboratory
San Francisco, California

12:00 – 1:30 Luncheon and Keynote Address: Career Education NOW–
Alderman Roman Pucinski
Chicago, Illinois
Member, National Advisory Council on Vocational Education

1:30 – 2:00 Broward, Orange, Pinellas County High School Career Education Consortium (Overview)–
Mr. Bill Ripley
Program Coordinator
Orange County Career Development Program
Orlando, Florida

2:00 – 4:00 Small Group Presentations on High School Model–

CBCE
Mr. Bill Rennie
Supervisor, Secondary Career Education
Pinellas County Career Education Project
Pinellas County, Florida

Ms. Sue Key
CBCE Specialist
Evans High School
Orlando, Florida

Mr. Ralph Baker
Director of Planning and Orientation
EBCE Program
Far West Laboratory
San Francisco, California

SALABLE SKILLS
Ms. Anne McMichael
Curriculum Specialist for Career Education
Broward County, Florida

EXTENDED PROGRAM FOR PROBLEM DROPOUTS
Mr. Bob Roy
Career Education Coordinator and Work Experience Coordinator
Northeast High School
Fort Lauderdale, Florida

CRIS
Ms. Ida Zucca
Guidance Coordinator
Orange County Career Development Program
Orange County, Florida

Ms. Louise Billingslea
Occupational Specialist
Orange County Career Development Program
Orange County, Florida

Mr. Gene Gossett
Occupational Specialist
Jackson Junior High School
Orlando, Florida

CAREER EXPLORATORY PROCESS
Ms. Wana Senter
Assistant Principal for Instruction
Evans High School
Orlando, Florida

Ms. Jackie Moore
Occupational Specialist
Evans High School
Orlando, Florida

CAREER EDUCATION THROUGH SUBJECT AREAS
Ms. Martha Brinklow
Chairperson, English Department
Dunedin High School
Dunedin, Florida

Mr. James Watters
Social Studies Teacher
Dunedin High School
Dunedin, Florida

4:00 Adjournment

WEDNESDAY, MAY 12

9:00 – 10:15 Career Education Personnel Training Center–
Ms. Myrtle E. Hunt
Director, Career Education
Pinellas County, Florida

Mr. Donald E. Rosenberger
Supervisor, Elementary Career Education
Pinellas County, Florida

10:15 – 11:30 Problem-Solving Panel–Ms. Mary C. Tate, Chairperson

Ms. Mary C. Tate
Director, Career Education
Lee County, Florida

Ms. Myrtle E. Hunt
Director, Career Education
Pinellas County, Florida

Mr. James L. Gautier
Director, Career Education
Bay County, Florida

Mr. William G. Perry
Director, Career Education
Hendry County, Florida

Mr. Jud Wilhelm
Director, Career Education
Clay County, Florida

Mr. Albert Thomas
Director, Career Education
Jefferson County, Florida

Mr. Robert Megow
Director, Career Education
Orange County, Florida

11:30 – 11:45 Conference Wrap-Up–Dr. Margaret E. Ferqueron
11:45 – 12:00 Conference Evaluation–Dr. Margaret E. Ferqueron
12:00 Adjournment